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ABSTRACT

The South Douglas County Early Childhood Education Project serves preschool children from 3 to 5 years old and handicapped children from birth to age 5. The program, designed to establish a parent-school partnership, brings teaching ideas and materials to the homes of participating families. Parents control the educational process, aided by community coordinators who visit homes once every two weeks to explain each learning package to parents, assist, if requested, in teaching the tasks, and suggest additional materials and methods. Group meetings and field trips are held periodically. The specialized component of the program, for handicapped children, operates in basically the same way as the basic component outlined above, except that home visits are made initially two or three times a week and then once a week. Parents choose to place their children in this program and control the amount and kind of material presented. The evaluation of the first year focuses on accomplishment of instructional objectives (motor coordination, social adjustment, and cognitive tasks) and of teaching objectives (success of the community coordinators in interaction with participating families). Evaluation of the latter set of objectives was based in part on a beginning- and end-of-year response by parents to a survey questionnaire. An evaluation of the management component and the program implementation is also included. A preliminary cost analysis is given. (KM)

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FIRST-YEAR EVALUATION REPORT

July 1, 1971 to June 30, 1972

South Douglas County

Early Childhood Education Project

BACKGROUND OF THE PROJECT

The South Douglas County Early Childhood Education Project was conceived as a result of a semi-formal assessment of the educational needs of children in the South Douglas County area conducted during the 1968-69 school year. The most apparent conclusion of this assessment was that a high percentage of students, as based on analyses prepared by teacher and community advisory groups, were entering school with performance abilities in cognitive, affective, and psychomotor areas far below the level of expectation for entering first-grade children.

This conclusion led to a more formal needs assessment and to more detailed planning during the 1969-70 academic year. District wide standardized achievement testing along with a detailed survey of learner and basic program needs formed the cornerstone of this second appraisal. Subsequent data, which showed that from one-third to one-half of the children in grades 1, 2, and 3 were performing within the lowest quartile in basic language and mathematical skill areas and that the drop-out rate of high school students ranged from 11 - 25% over the previous 5 years, were both startling and revealing. As a result, not only were specific programs and innovations injected into the regular elementary school process but also it was decided that the area of pre-school education was vital to the overall goal of alleviating future educational learning problems. A traditional formal kindergarten was deemed too expensive and impractical a pre-school program relative to the present and probable future economic capabilities of the school district.

Hence, an innovative and novel pre-school pilot program, planned during the latter half of the 1969-70 school year, was implemented during the 1970-71 academic year. Twenty-seven children under the tutelage of a paraprofessional participated. The relatively lower cost per pupil, the enthusiastic response of the community, and the overwhelming success for the participating 4 and 5 year old children led to the decision to incorporate a similar early childhood education program on a district-wide basis. Such a program was planned, funded under Title III - ESEA, and emerged as the South Douglas County Early Childhood Education Project.

DESCRIPTION OF THE PROJECT

The South Douglas County Early Childhood Education Project is designed to serve approximately 450 3, 4, and 5 year old children, and about 40 handicapped children from birth to age 5, in three school districts located in southern Douglas County. The districts served are Days Creek, Riddle, and South Umpqua. The latter school district includes the towns of Myrtle Creek, Canyonville, and Tri-City, Oregon. The region may be secribed as rural with lumbering, farming, and mining forming the economic base of the three communities.

There are three assumptions upon which the Project is based and from which the basic operational processes flow. Firstly, it is assumed that parents can be adequate and efficacious teachers. This means that any "failure" will be construed as one of "program failure". Secondly, the program is designed to establish a parent and school partnership for the express purpose of encouraging and stimulating the educational growth and development of children. Combining this consideration and the first assumption, it follows that the school or educational institution in the community is a resource which provides materials and services to the members of the community. In short, the function of the school becomes one of provision rather than imposition. And thirdly, it is the intent of the Project to maximize the individual differences and capabilities of each child who participates in the program.

The general process of the program, a consequence of the three aforementioned assumptions, is one of bringing ideas and materials, which are designed for varied and diverse learning experiences, to the homes of the participating families. Community coordinators,

mothers residing in the respective communities which are served by the Project, visit homes once every two weeks. Their function revolves around presenting and explaining each learning package to the parents, assisting the parents in teaching the tasks if requested to do so, and suggesting additional materials and methods, already present in the home, which might be used to provide other learning activities for the participating children. It is important to note that the parents control the educational process. They determine both the kind of materials and the manner in which they will be used, if they are to be used at all. In addition to the home visits, small group (6 person) reading "parties" and/or field trips are held each 6 weeks. Both parents and children and community coordinators meet for a two-hour period at a school room within each local school district. The purpose of these group activities is to develop the ability to work and learn in other than an individual setting.

The component of the Project dealing with handicapped children, the specialized component, involves the same general process contained in the basic component outlined above. Initially, community coordinators visit the homes of children with special educational needs two or three times a week. As parents and children become familiar with and comfortable in utilizing the learning procedures and materials provided by the program, home visits are provided on a weekly basis. Commensurate with the assumption that individual differneces and capabilities of children will be maximized, participants are designated for this component of the Project in terms of educational skill deficiencies as opposed to physical or intellectual

deficiencies. Also, parents maintain the primary selection role. That is, if a child's parents feel that he is unable to cope with the lessons provided by the basic component then specialized educational methods and materials, which provide the same learning experiences but in smaller and less complex steps, are provided. Children may also participate in this component of the program, exclusive of the basic component, if their parents so decide. Once again, the key concepts involved in the specialized educational component of the Project are parental selection and educational skill accomplishment.

The third component of the Project is that of management. The management staff, consisting of a project director, a curriculum designer, a supervisor of community coordinators, an educational specialist, and an evaluator, provides the basic direction, development, and coordination of the Project processes, materials, and experiences.

The expected and hoped for outcomes of the Project are both immediate and future. Those immediate results are defined in behavioral terms and will be outlined in more detail in subsequent sections of this report. But more importantly, it is hoped that the processes and experiences which the program provides and engenders will lead to certain future outcomes which are less tangible than the immediate effects and more vital to the process of education. These somewhat illusory goals have been characterized as "exploratory objectives". By involving both families and the community in the process of education and by evolving such an educational partnership,

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it is hoped that the focus and structure of the school will attempt to maximize the needs of individual children, that an atmosphere of acceptance of diversity and a questive attitude will be valued by both the home and the school, that children's patterns of success will be enhanced, and that the sense of competence, usefulness, and belongingness of parents, children, and other members of the community will be increased.

GENERAL GOALS OF THE PROJECT

Overall Goals - Exploratory Objectives

This aspect of the Early Childhood Education Project is designed to provide guidelines and to aid in monitoring the possible longitudinal results of the entire thrust of the program. The objectives relating to this element of the Project are best considered as hypotheses or desired outcomes. Hence, they are three- to five-year goals, not results to be achieved at the end of one year. Moreover, all of these objectives are interrelated and any given goal cannot be accurately evaluated in isolation. Because of this general framework within which these exploratory objectives should be viewed, no judgments of accomplishment can be made at present. However, certain procedures have been activated which will allow judgments to be made regarding progress toward the success or failure of accomplishment, three to five years from now. The remainder of the discussion, then, will outline the procedures that have been or will be activated in an effort to monitor progress toward these goals.

The overall goal of the Project is to establish a partnership between the school and the community. An initial endeavor in this regard accrued when the community coordinators began visiting the homes of the families who chose to participate. If this initial step in the formation of this educational partnership is to continue,

however, certain things must happen. It seems evident that in order for this union to occur, the parents must feel that they are a vital part of the educational process.

One objective of the Project consequently arises: increasing the sense of competence, usefulness, and belongingness of parents, children, and other members of the community. Preliminary efforts with respect to accomplishing this objective have been undertaken. Parent suggestions pertaining to curriculum are being solicited, included, and noted in the Project lesson packages. Moreover, it was hoped that the materials and teaching procedures provided by the program would strengthen parent teaching skills, generate ideas for learning experiences for their children, and stimulate recognition of the educational content in events that occur every day in one's home. As will be outlined in detail in the section of this report which discusses the progress of the teaching phase of the Project, these behaviors are beginning to occur.

But in order to carry this partnership into the operation of the process of education as it occurs more formally in school, additional events must transpire. A second objective of the Project is to change supposed negative attitudes toward education. And a third is to modify the home and school environment such that an atmosphere of acceptance of diversity and a questive attitude are valued. Rather than to speak of change, which in this context has negative connotations, it is more realistic to think of these outcomes in terms of establishment of conditions or situations. In this regard, it is the goal of the Project to establish positive attitudes toward education and to establish a questive attitude and an acceptance of diversity as conditions which the partnership feels are valuable to the process of education. The important consideration is that these conditions will be present at

the end of the Project operational period. It may be a matter of maintaining existing conditions or it may be a matter of establishing different ones. But within the framework of the Project operation, whether any change has taken place as these objectives are accomplished is immaterial.

The implication of the two objectives just discussed leads to a fourth, constituting the focus and structure of the primary grade school so that it adapts readily to the needs of individual children. Initial efforts have begun in this regard. It is presently the intent to set up an experimental first grade classroom in the South Umpqua School District which will operate within the basic model of the process of education utilized by the Early Childhood Education Project. It is anticipated that both the home visitation aspect and the direct instruction-criterion referenced approach to providing learning experiences will be employed. Hence, the educational partnership will be continued and the educational experiences provided will be personalized.

And finally, as the aforementioned conditions and structure within which to conduct the process of education are established it is hoped that children's patterns of success will be enhanced (a fifth objective), that an attitude of high aspiration-high achievement will obtain (a sixth objective), and that reading readiness and reading achievement will be maintained at a high level (a seventh objective).

From an evaluation standpoint, then, no baseline data collection procedure need be activated immediately but rather pertinent information will be gathered near the completion of the entire three- to five-year Project operation period. With that descriptive information then at hand such as the existence and activity of community education groups,

school bond election results, school attendance patterns, student achievement patterns, teacher attendance patterns, and school vandalism incidence rates, an evaluative judgment can then be made in comparison with this historical descriptive information.

First-year Goals

The objectives delineated for the first year of Project operation and the state of their accomplishment are outlined below.

1. Write curricula for children at the three pre-school levels served by the program.

   Fourteen lessons and a summer lesson packet have been prepared for first-year and for second-year students at all three age levels. During the next project year the third-year curriculum will be developed.

   For the most part, commercially prepared materials are being utilized in the specialized (handicapped) component. These materials provide learning experiences for children from birth to age 6.

2. Test, revise, and refine curricula for use in ensuing Project years.

   The revision and refinement of the first- and second-year curricula used in the basic component is scheduled to commence in July, 1972. The third-year curriculum will be developed and field-tested during the 1972-73 Project operational year when approximately 10 families and children will reach this level of learning experience.

   With regard to the specialized component, modification and adaptation of the curricula for use in the home by the parents of participating children is a continuous process.

3. Test and compare performance objectives against children's actual performance at each age and ability level.

   Baseline and post-year data with respect to children's accomplishments on the Project instructional objectives in the basic component has been gathered. Moreover, monitoring of youngsters' progress on individual objectives was begun in November, 1971 and has continued on an approximate 6-week basis through May, 1972.

   For the specialized component, baseline data for successful performance on any given skill is collected when that skill is initially selected as a learning experience by the child's family. Monitoring of the youngsters' progress is continual.

4. Identify the most promising procedures, instruments, and techniques for continued operation of this program in its present setting, as well as those most promising for replication in similar and dissimilar settings.

   This aspect of the Project evaluation is discussed in detail in the "Implementation Evaluation" section of this report.

5. Identify additional training needs of present teachers in the primary grades.

   The summer program involving 5-year old children who participated in the Project during the preceding year will serve as the training environment for teachers (as well as a learning situation for children). The ideas, necessary attitudes, and required teaching processes utilized in maintaining a learning center, diagnostic-prescriptive, student and teacher directed classroom are to be emphasized.

PROGRESS OF THE PROJECT

Basic Component - Instructional

This element of the basic component has been in operation for 8 months. There are 38 instructional objectives that constitute the central thrust of this section of the program (see Table 1). At this time, the following kinds of data are available:

- Bench-mark data concerning the accomplishment of first grade children, who have had little or no coordinated pre-school education program, on the Project instructional objectives.
- Reliability data involving the efficacy of the Student Behavioral Checklist (SBC) as a recording instrument for observational judgments.
- Baseline data regarding the level of accomplishment on the Project instructional objectives for all 3, 4, and 5 year old children participating in this section of the program.
- Baseline and interval monitoring data with respect to the accomplishment of individual lesson objectives for all 3, 4, and 5 year old children participating in this facet of the program.
- Past-year data reflective of the progress of children during 1 year of participation in the Project.

Bench-mark data on first grade children presently attending school in each of the three participating school districts is displayed in Tables 2A, 2B, and 2C. The horizontal line on these graphs indicates the total number of instructional objectives successfully accomplished and the vertical line indicates the total number of children who have successfully accomplished a given number of skills. Performance of the 38 objectives was judged by their respective classroom teachers. These data clearly demonstrate the fact that the majority of skills for which the Project is committed to teach are not mastered in the absence of such a program. It can be seen that all first graders could

successfully perform at least 20 tasks (Days Creek), 22 tasks (Riddle), and 7 tasks (South Umpqua). Moreover, the Early Childhood Education Project has established the criterion that all children who participate in the program for 3 years will be able to successfully perform 90% of the objectives. The tables indicate, respectively, that only 3 (19%), 20 (44%) and 16 (12%) of the children met this criterion. It is important to note that most children in the Riddle school district (Table 2B) have been involved in a pre-school educational experience for a period of three to eight months prior to entering the first grade. That the need for such a program and that considerable room for accomplishment by the Project exists, is manifest.

In conjunction with the assessment of first grade youngsters currently enrolled in the participating school districts, a study of the reliability of observational judgments using the Student Behavioral Checklist (SBC) was conducted. This was made possible by the fact that three first grade classrooms utilize half-time teachers; one teaches in the morning, the other in the afternoon. Each half-time teacher independently rated each of the children in her classroom on selected objectives. The results are presented in Table 3.

Since the various statistical tests that were used in the data analysis were not independent and since it was desired that the overall level of significance be kept at $p \leq .05$, each test was made at a level of significance of $p \leq .001$. When viewed as a whole, a χ^2 test used to approximate binomial probabilities showed that there was significantly more agreement than disagreement, agreement "yes" than "no", and agreement "yes" than disagreement in judgment among the pairs of raters than would be expected on a "chance" (i.e., $P = .5$) basis. As might be

expected from these outcomes, there were significantly more scores above the median (i.e., high scores) than below the median. There were also significantly fewer agreements "no" than disagreements. Comparisons between the groups of raters using a χ^2 test to compare the similarity of population proportions generally showed that group 1 was different from groups 2 and 3 whereas the judgment patterns between groups 2 and 3 were usually similar. The raters who comprised group 1 had significantly fewer agreements than disagreements, agreements "yes" than disagreements, and agreements "no" than disagreements. This group also had significantly more agreements "yes" than agreements "no" when compared to the other two groups. Closer inspection of the data from group 1 revealed that one judge indicated a "yes" judgment almost twice as frequently as the other. This would account for the findings as presented since this judgment pattern would increase the chance for disagreement, limit the chance of agreement, and narrow the field of agreement (when it did occur) to a "yes" judgment. Just why this judgment pattern occurred in the case of group 1 is open to speculation.

In viewing this reliability study from an overall perspective it seems that while the number of agreements between judges was high, this tended to occur when judging success. There appeared to be some reluctance on the part of the observers to judge lack of success. It would appear that there is a tendency to overrate the performance of first grade youngsters on this set of performance objectives. However, the net result is that further field testing of the SBC is warranted.

The analysis of inter-rater reliability of observational judgment, and the collection of bench-mark data concerning the successful performance of first grade youngsters on the Project instructional objectives, was also used to determine which, if any, skills were learned by most children without having participated in a pre-school program. For these objectives, then, no direct instruction would be warranted. The results of this analysis are included in Table 4. Two criteria were utilized. One involved successful performance on the part of the children, viz., 90% or more could successfully perform the skill. The other involved the inter-rater agreements, viz., the number of agreements had a less than $\pm$ .0005 chance of occurring. In this latter case, the individual level of significance was purposely set very high in order to control the over-all level of significance at $p \leq .05$. The number of "don't know" responses was also considered to be important. The critical area for this aspect of the analysis was set at 10% or more such judgments.

It may be seen from Table 4 that objectives 20, 21, 25, 28, 30, and 38 were successfullly performed by 90% or more of the current group of first grade children in each of the participating school districts, and there was also a high degree of agreement in judgment among the raters. Moreover, objectives 1, 3, and 5 could be successfully performed by most first graders. For these 9 objectives, then, no direct instructional activities will be provided by the Project. However, these skills have been deemed important for children as they become involved in a formal process of education and so will be monitored by the program, particularly with regard to 5 year old children. If needed, direct instruction will be provided on a personalized basis.

Certain of the objectives, as may be observed in Table 4, received a high number of "don't know" judgments. This indicates that more refinement is necessary with respect to the wording of the objective or perhaps that a more specific test of the skill is required. For those objectives which fall within the critical rejection region and did not have a significant number of "agreement" judgments, viz., numbers 6, 10, 17, 27, 32, and 34, the criterion of successful accomplishment for any individual child will have to be made more stringent.

Baseline data for the 3, 4, and 5 year old youngsters who are participating in the Early Childhood Education Program has been collected and is depicted in Tables 5A, 5B, and 5C. The horizontal line on these graphs indicates a particular instructional objective (compare Table 1) and the vertical line indicates the proportion of participating children who successfully performed each of the objectives. Assessment of the children's performance was done by the Project community coordinators during the first two home visits and the first group reading "party". As was the case with first grade children, a large proportion of youngsters in the program could successfully perform objectives 20, 21, 28, and 38. There was also a steady progression of the proportion of children who were able to successfully perform the skills delineated in objectives 1, 3, and 5 as these children matured. On the other hand, certain of the objectives had a low rate (less than 50%) of successful accomplishment, viz., numbers 2, 4, 7, 8, 9, 10, 13, 14, and 22, and for the most part were highly reliable in terms of observational judgement.

Other general indications may also be drawn from these data. For the most part, 4 and 5 year old children were alike in their

accomplishment on a given objective. The 3 year old child usually performed at a lower level than the older youngsters. However, all three ages performed similarly low on objectives 10, 13, & 14 and commensurately high on objectives 20, 21, 25, 28, & 38. Furthermore, the 5 year old children were more successful than the 4 year old participants on objectives 7, 11, & 12. When compared with first graders, the 5 year olds (who in almost all cases manifested the highest proportion of success of the three age groups in the program), were within 10% of the first graders on objectives 6, 12, 15, 18, 22, 27, & 29. All these results, then, revealed and delineated the outline of the curriculum for first-year participants and aided in delineating areas where direct instruction might be concentrated.

And finally, in accordance with the reliability study, no judgement was made with respect to successful performance on objectives 24, 26, and 32-37. For these latter skills, a criterion of three successive identical judgements will be employed before a definitive judgement of success will be made. Furthermore, direct instructional procedures and a more detailed evaluation of these social skills will be included as part of the 4-week summer program involving 5 year old participants.

Besides the 38 general instructional objectives there are objectives delineated for each lesson presented to an individual child. Home visitations began in October and to date 14 lessons and a summer packet have been presented to all participating families. Data regarding successful accomplishment of the objectives for these lessons is presented in Tables 6A, 6B, and 6C. It is apparent from these data that the participating youngsters have made good progress

toward mastery of these lesson objectives. It is important to note that the progress of 3-year old children is occurring at a less rapid rate than that of the 4- and 5-year old youngsters. This outcome is consistent with the curricular pattern designed for the 3 year old and 4 & 5 year old levels. Also, the fact that the level of successful accomplishment by the 3-year old children for many of the skills has approached that exhibited by first grade children (viz., identification of the 8 basic colors, cutting, pasting, knowledge of the use of positional/directional words, and identification of the letters of the alphabet), and the fact that the accomplishment by the 4-year old youngsters has surpassed that of first grade children for many of these same skills as well as additional ones (viz., knowledge of left & right, identification of the numbers 1-10, writing one's name, and counting objects 1-10), leads to the conclusion that these are learned rather than maturational skills.

In addition, when the progress of 5 year old youngsters, who have participated in the program for only one year, is compared with that of first grade children, who have not been involved in a year-long preschool education program (see Table 7), some interesting outcomes are manifested. The performance of 5 year olds as a group was significantly beyond that of first graders for objectives 4, 6, 9-11, 13, 15, 17-19, 22, & 23 ($p \leq .0009$; overall α level $\leq .05$). Curiously, the accomplishment of 5 year olds was significantly poorer than that of first graders on objectives 3, 5, 16, 20, 21, 25, 28, & 38. Objectives 3, 5, 20, 21, 25, 28, & 38 were considered to be, in light of the performance of first grade children, maturational skills. It does not seem plausible that this is the case in this situation since

only about 5 months difference in age separates these two groups. On the other hand, it was learned from the reliability study that teachers generally were more consistent when judging "success" than when judging "failure". This may mean that the reported accomplishments of first graders are somewhat inflated. With respect to objective 16, the fact that first grade children were observed after one month of school had elapsed gave those students additional time and provided them with instruction beyond that presented to Program participants, which may have served to increase the performance of first graders. The outcome on this particular objective, then, is not particularly surprising.

Viewing the overall accomplishments of 5 year old Project participants in relation to those of first graders, the number of skills on which the performance of 5 year olds equaled or surpassed that of first graders was beyond that expected by chance ($Z = 2.50, \pm p \leq .01$) as revealed by a test approximating a binomial to a normal distribution. In sum, the progress and accomplishments exhibited by this group of Project participants, as well as the success of 3 and 4 year old participating children, lends a good deal of credence to the efficacy of the Project instructional materials and procedures as well as to the competency of the teaching supplied by the participating parents. Moreover, the successes that were demonstrated by the 5 year old youngsters, c.f., objectives 9-15 & 17-19, have major consequences for the general teaching process and the curriculum which might be employed in the future first grade classrooms.

TABLE 1

Early Childhood Education Project

Instructional Objectives

Basic Component

1. to hop on 1 foot for at least 2 consecutive hops;

2. to skip, using feet alternately, for at least 3 consecutive skips;

3. to stand on 1 foot for 10 seconds without the other foot touching;

4. to stand on each foot, alternately, with eyes closed, for 5 seconds without the other foot touching;

5. to walk continuously for 3 yards on toes without touching heels on floor;

6. to cut out 2 plane figures, one with at least 1 curved line and the other with at least 1 straight line;

7. to tie a shoelace in an ordinary bow knot which, when pulled apart, will not form a new knot;

8. to use crayons to draw a human figure without copy which includes a head, body, arms, and legs;

9. to recite the alphabet from memory giving all 26 letters in the proper order. Mistakes in order or pronunciation, if any, must be spontaneously corrected by the child;

10. when shown an individual letter or when asked to select a letter from a field of 3-5, the child will be able to correctly name each of the 26 upper case letters. Mistakes in naming, if any, must be spontaneously corrected by the child;

11. to correctly print his first name using the alphabet letters contained in the Noble & Noble alphabet chart;

12. to consecutively count out loud each of 10 identical small objects, e.g., buttons, pennies, blocks, fingers, without error;

13. when shown an individual number or when asked to select a number from a field of 3, 4, or 5 objects, the child will be able to correctly name each of the numbers 1-10. Mistakes, if any, must be spontaneously corrected by the child;

14. to write each of the numbers 1-9, not necessarily in order or all at one time. A mistake, if made, must be spontaneously corrected by the child;

15. to correctly indicate right and left in 3 out of 5 directional tasks. This task must be done without the aid of peers;

TABLE 1 (cont'd.)

16. to correctly pronounce the compound consonants in each of the following words: basket, bottle, tree, green, thank, please, sister, brother, school, and charm indicating that baby talk is gone;

17. when shown an individual color or when asked to select a color from a field of 4, the child will be able to name each of the 8 basic colors, i.e., red, blue, green, yellow, orange, purple, black, and brown from crayons, pictures, or in nature:

18. to demonstrate the meaning of familiar positional words in terms of use, e.g., when asked to crawl under a table, the child can do so. The child must be able to demonstrate the meanings of at least 7 positional words: on, off, under, over, between, above, and below;

19. to be able to follow a sequence of at least 4 verbal directions. Mistakes, if any, must be spontaneously corrected by the child;

20. to wash his hands and face without help such that they are clean;

21. to care for self at each toilet, requiring no assistance with paper or clothing;

22. to tell his own full name and residence address including street, house number, and city. Mistakes, if any, must be spontaneously corrected by the child. (Rural residents are not necessarily to include house number);

23. to be able to use paste materials such that the pasted objects do not fall off the backing material when dry;

24. to be able to participate in a project conceived by him or one suggested by someone else, e.g., make a scrapbook, to define the structure and content of the project, and to complete that project to his satisfaction;

25. to dress self unaided for any occasion including fastening buttons and zippers completely and getting shoes on appropriate feet but not necessarily tying ribbons or other types of drawstrings;

26. to open simple cartons such as small school milk cartons, packages, bottles unaided and without spilling the contents;

TABLE 1 (cont'd.)

27. to recite simple verses or sing a song of 4 lines or more. This task could be accomplished individually or with the child as part of a group but not necessarily in front of a group;

28. to sit and listen to a story told or read to a group of 3 - 6 children for a period of at least 5 minutes;

29. to tell a simple story of at least 3 sentences. The story may be one which has been told to him or one which he creates. The story may be told to another individual or in a small group (3 - 6 persons) situation;

30. to share things such as toys, books, and crayons with other children. The child must give up the object to another child or adult when requested without hitting or crying. The second child or adult must willingly give the object back to the original child, or if requested by that child. This type of behavior must occur at least twice;

31. to take turns getting drinks, using materials, and entering buildings and vehicles. The child must allow others to precede him or offer to others in the group to precede him, and he must precede others if such opportunity is offered to him. This behavior should occur such that the child is not always last nor always first and should occur at least twice. The child must not hit, push, or engage in other kinds of disparaging behavior;

32. to take a leadership role in play with other children rather than an authoritarian role (i.e., pushing, bossing, bullying), instructing or helping them in games or other activities which continue for at least 5 minutes. This behavior must occur at least twice;

33. to join cooperatively in imaginative play with other children, e.g., play tea parties, keeping store, hospital visits, play school, and building roads, garages, or fire engines. The child must both receive and carry out suggestions given by other group members as well as give suggestions to the group. This behavior must occur at least twice;

34. to play competitive games with other children and keep the rules of such games as hop-scotch or hide-and-seek. The activities must continue for at least 5 minutes and the behavior should occur at least twice;

TABLE 1 (cont'd.)

35. to play simple table games requring taking turns and keeping rules such as Tiddly-winks, Old Maid, Checkers, Dominoes, or Tic-tac-toe. The activities must continue for at least 5 minutes and the behavior should occur at least twice;

36. to keep simple safety rules at play on the playground or while riding in vehicles in at least 3 out of 5 equivalent situations;

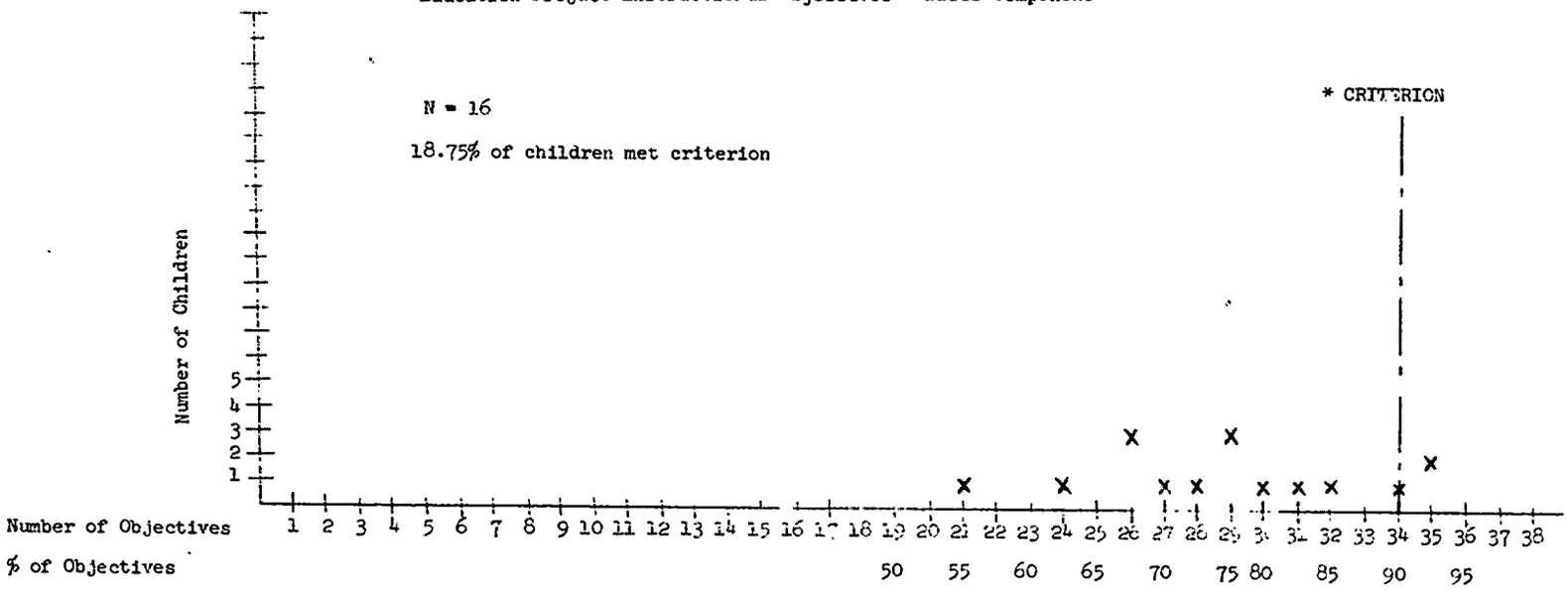
37. to travel alone in the neighborhood (2 blocks) to a store, the school or the school bus stop, a playground, or to a friend's home at least twice;

38. to be away from parents 2 - 3 hours without being upset or apprehensive 4 days per week for 3 weeks.

TABLE 2A

DAYS CREEK SCHOOL DISTRICT

Baseline Performance of First Grade Children on the Early Childhood Education Project Instructional Objectives - Basic Component



* All children who participate in the Project for 3 years will be able to perform 90% of the instructional objectives.

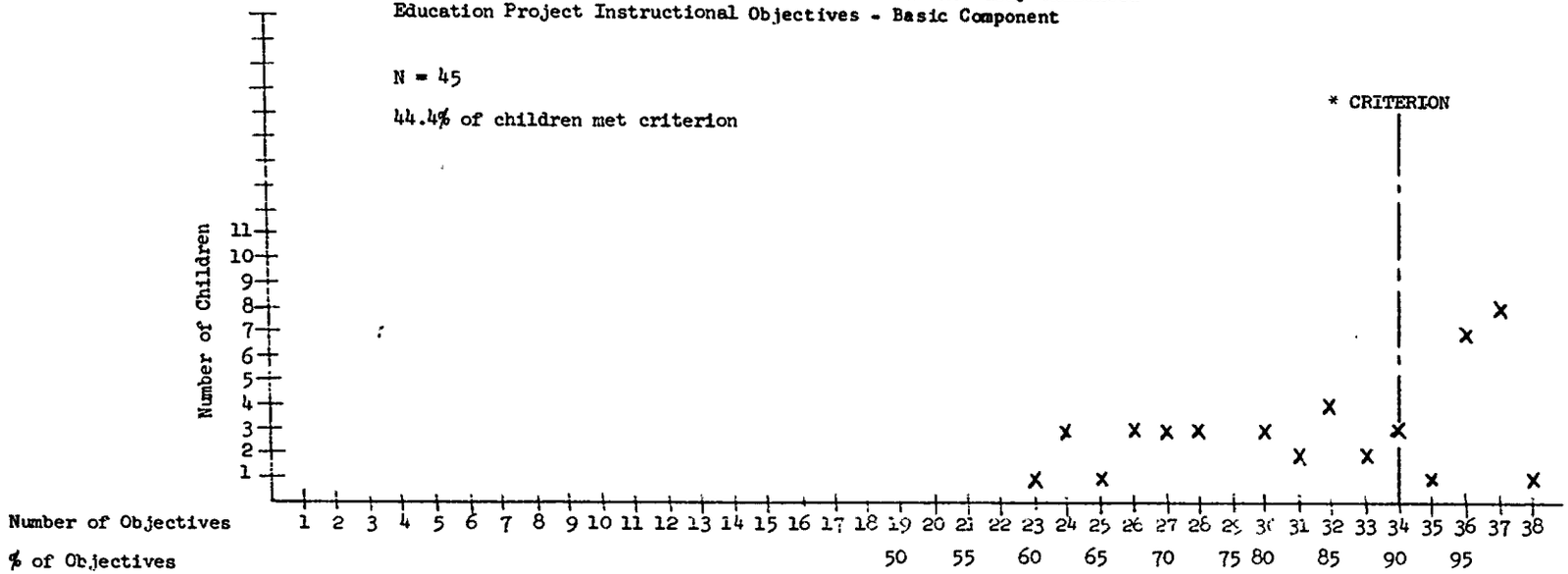
TABLE 2B

RIDDLE SCHOOL DISTRICT

Baseline Performance of First Grade Children on the Early Childhood Education Project Instructional Objectives - Basic Component

N = 45

44.4% of children met criterion



* All children who participate in the Project for 3 years will be able to perform 90% of the instructional objectives.

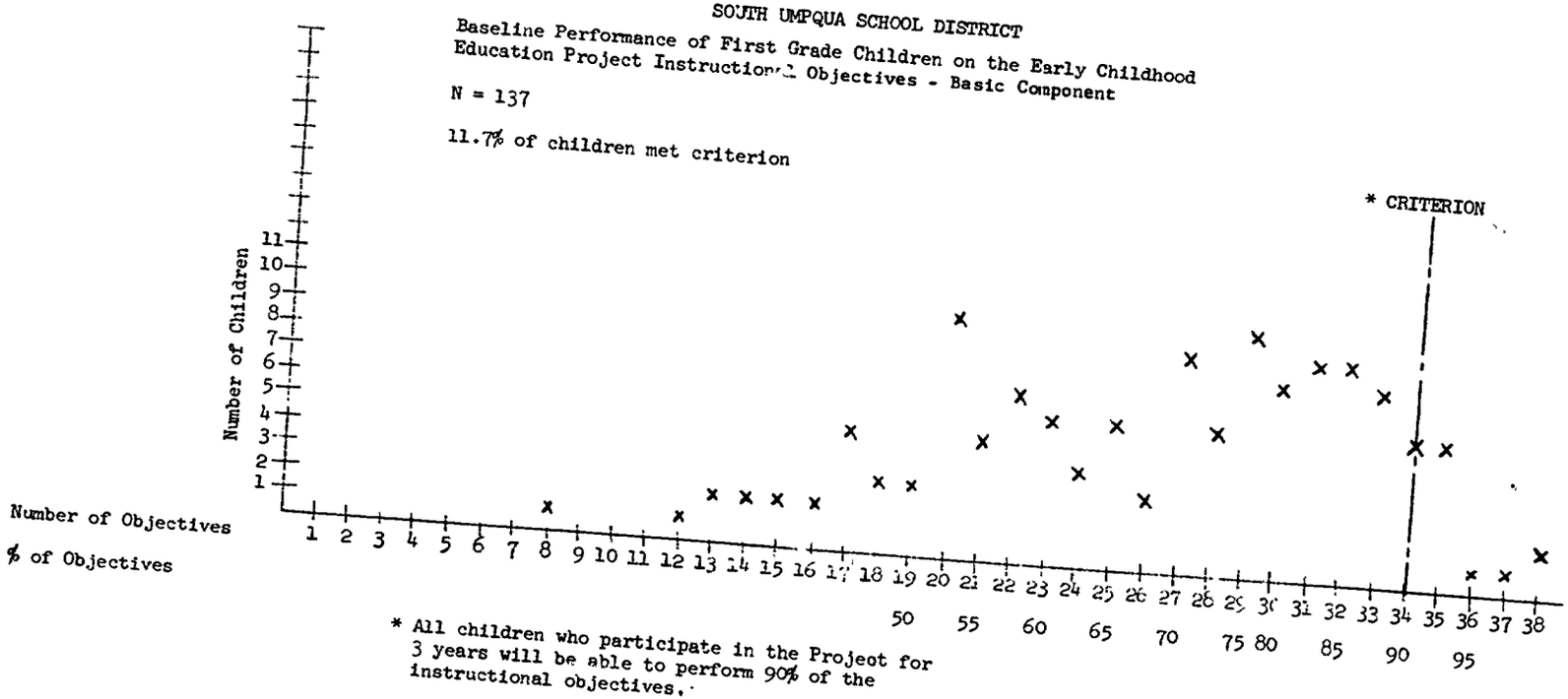
TABLE 2C

SOUTH UMPQUA SCHOOL DISTRICT

Baseline Performance of First Grade Children on the Early Childhood Education Project Instructional Objectives - Basic Component

N = 137

11.7% of children met criterion



* All children who participate in the Project for 3 years will be able to perform 90% of the instructional objectives.

TABLE 3

Analysis of Instructional Objectives - Basic Component
Inter-Rater Reliability

AGREEMENT vs. DISAGREEMENT

	Group 1	Group 2	Group 3	Total
Agree/Total Judgments	285/ 483	246/ 308	286/ 324	817/ 1115
	Z_{12}=-6.09*	Z_{23}=-2.89	Z_{13}=-8.96*	Z_T=15.54*

AGREEMENT "YES" vs. AGREEMENT "NO"

	Group 1	Group 2	Group 3	Total
"Yes"/Total Agree	259/ 285	198/ 246	254/ 286	711/ 817
	Z_{12}=3.45*	Z_{23}=-2.68	Z_{13}=0.82	Z_T=21.16*

AGREEMENT "YES" vs. DISAGREEMENT

	Group 1	Group 2	Group 3	Total
"Yes"/"Yes"+ Disagree	259/ 457	198/ 260	254/ 292	711/ 1009
	Z_{12}=-5.22*	Z_{23}=-3.30*	Z_{13}=-8.71*	Z_T=13.00*

AGREEMENT "NO" vs. DISAGREEMENT

	Group 1	Group 2	Group 3	Total
"No"/"No"+ Disagree	26/ 224	48/ 110	32/ 70	106/ 404
	Z_{12}=-6.62*	Z_{23}=-0.27	Z_{13}=-6.26*	Z_T=-9.54*

TABLE 3 (cont'd.)

HIGH vs. LOW SCORE

	Group 1	Group 2	Group 3	Total
Scores/Total > Md. / No. of Scores	18/21	11/14	18/18	47/53
	Z_{12}=0.55	Z_{23}=-2.06	Z_{13}=-1.67	Z_T=5.63*

* $p \leq .001$

TABLE 4

Analysis of Instructional Objectives - Basic Component
Critical Rejection Region for Direct Instruction

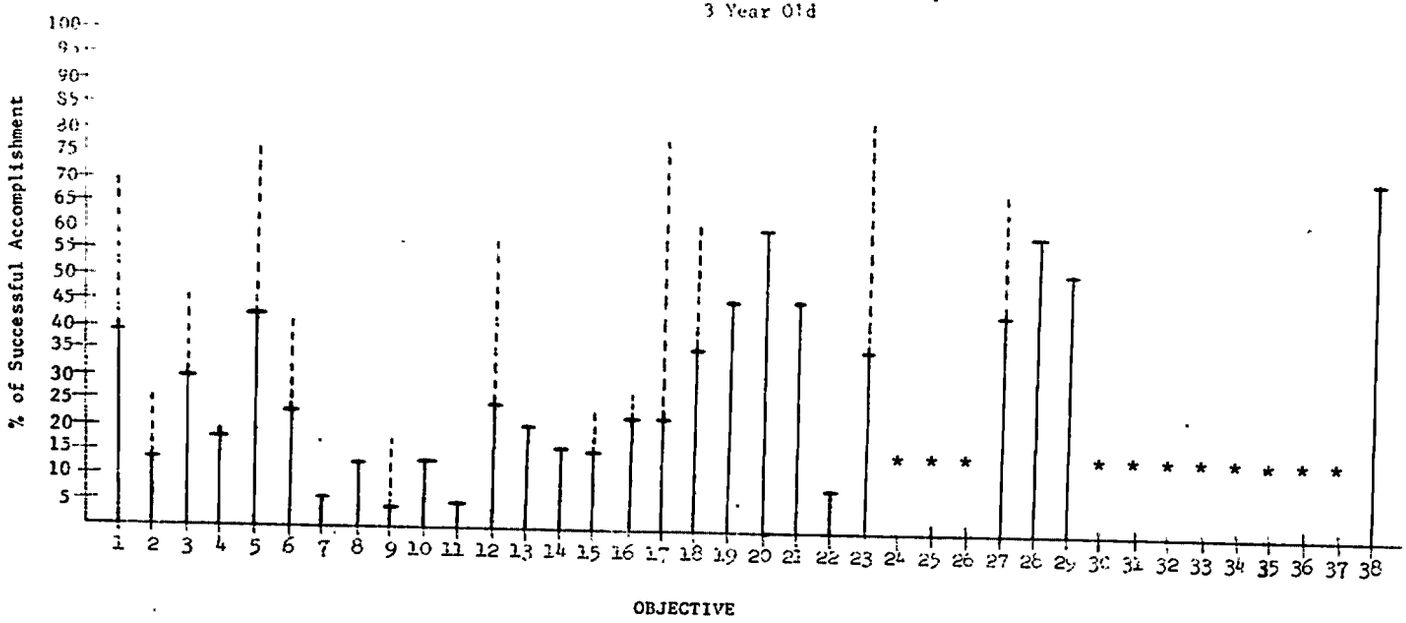
Objective	Inter-Rater Reliability				Performance
Number	No. of Paired Observations	No. of Agreements*	No. of Disagreements*	Overall No. of "Don't Know" Ratings##	No. of Successes#
1					212 #
2					167
3					198 #
4					139
5					212 #
6	35	23	12	1	148
7	32	27 *	5	6	168
8	35	30 *	5	3	161
9	53	50 *	3	1	100
10	32	17	15	9	59
11	53	39 *	14		149
12	32	26 *	6		182
13	18	18 *	0		150
14	18	18 *	0		130
15				15	97
o 16	14	13 *	1		165
17	32	17	15	7	168
o 18					150
o 19	21	16 *	5	1	107
20	53	49 *	4	1	210 #
21	53	50 *	3		210 #
22	14	13 *	1	12	73
23	53	45 *	8	2	177
o 24	35	16	19	56 ##	96
25	35	32 *	3	3	204 #
26	21	1	20 *	10	185
27	35	23	12	2	161
28	35	29 *	6		202 #
29	21	20 *	1	6	167
30	53	49 *	4		201 #
31	53	42 *	11	16	188
32	39	18	21	19	118
33	39	17	22	21 ##	162
34	39	18	21	13	170
35	53	29	24	58 ##	127
36	35	15	20	32 ##	169
o 37	21	7	14	43 ##	133
38	53	50 *	3	1	206 #

N = 216
o N = 198

* Criterion: $p \leq .0005$
# Criterion: $N \geq 90\%$
Criterion: $N \geq 10\%$

TABLE 5A

Performance of Participating Children on the Early Childhood Education Instructional Objectives - Basic Component
3 Year Old

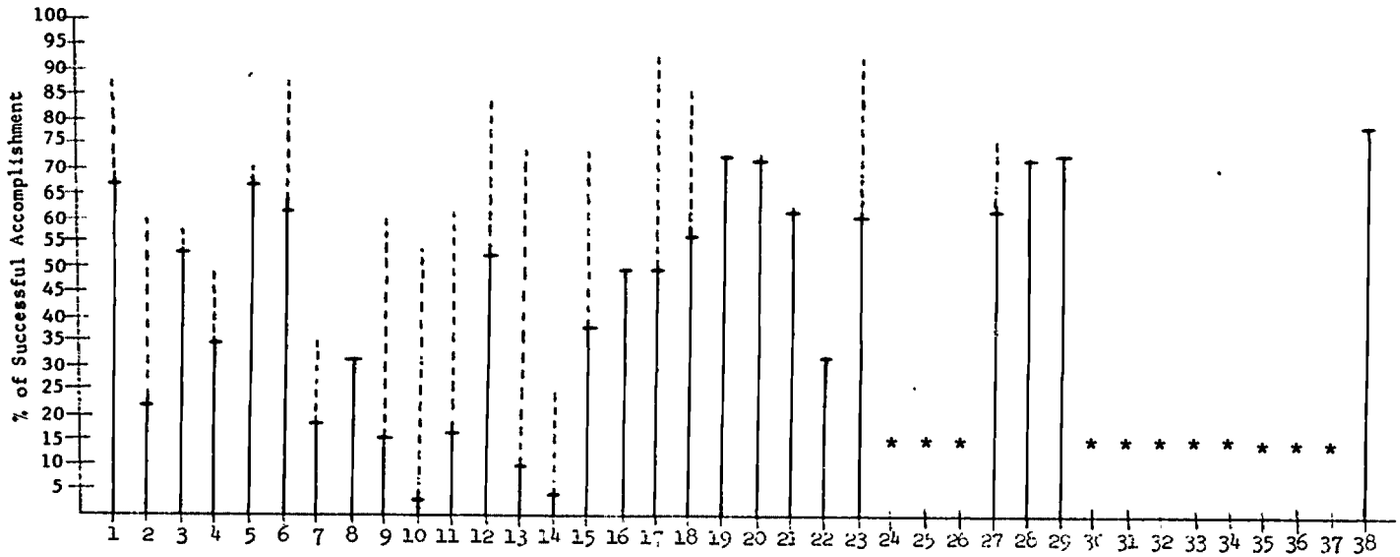


Key:

——— - baseline, November 71, N=125
------ - post-year, May 72, N=122
* - judgment not yet available

TABLE 5B

Performance of Participating Children on the Early Childhood Education
Instructional Objectives - Basic Component
4 Year Old

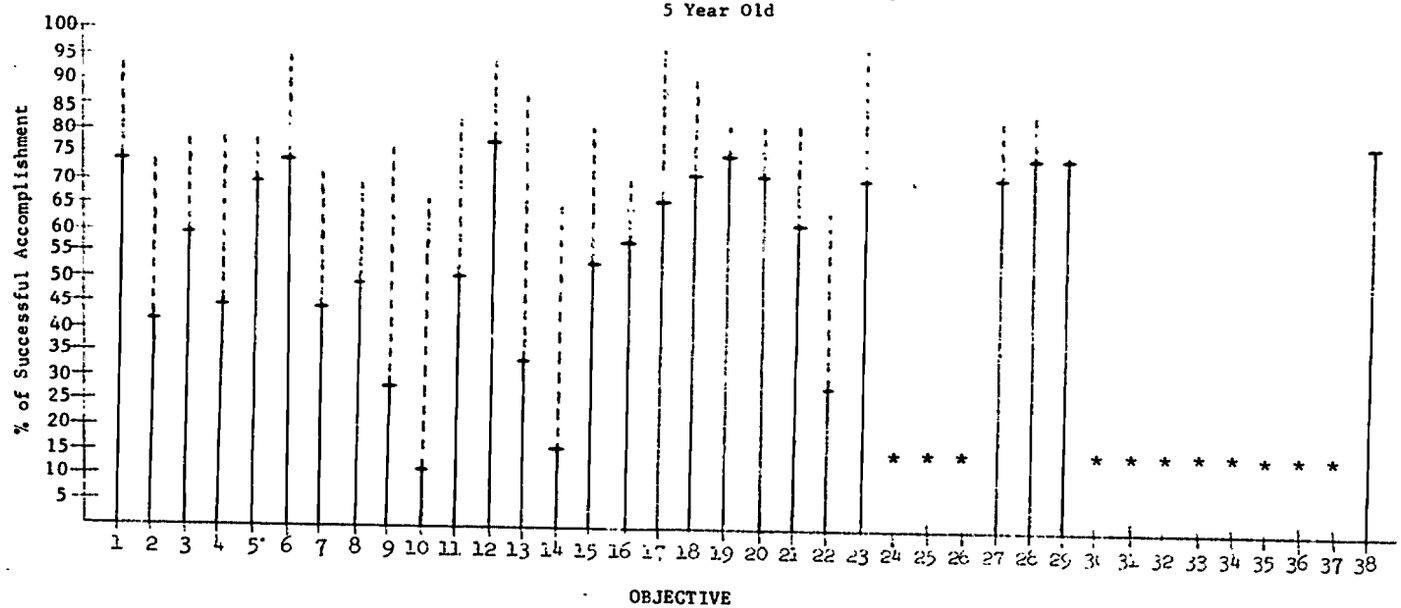


Key:

——— - baseline, November 71, N=156
------- - post-year, May 72, N=144
* - judgment not yet available

TABLE 5C

Performance of Participating Children on the Early Childhood Education
Instructional Objectives - Basic Component
5 Year Old



Key:

——— - baseline, November 71, N=140
----- - post-year, May 72, N=135
* - judgment not yet available

TABLE 6A

Progress of Performance on the Early Childhood Education Project Lesson Objectives - Basic Component

3-Year Old Children

Objective (see Table 1)		Date:	11/15/71	12/15/71	2/15/72	4/15/72
Number of participants			115	119	120	115
Number of children who can identify:						
colors (17)	red		37%	82%	83%	83%
	green		37%	79%	82%	78%
	yellow		25%	68%	76%	79%
	blue		55%	71%	75%	81%
	orange			72%	80%	82%
	purple			45%	72%	70%
	brown			39%	60%	71%
	black			39%	61%	79%
shapes	square		57%	82%	83%	92%
	circle		34%	84%	87%	92%
	triangle			51%	78%	83%
	star			52%	78%	81%
	diamond				20%	52%
	rectangle				21%	50%
	oval					44%
alphabet letters (10)						
	1st family (C-G-O-Q)			8%	11%	17%
	2nd family (B-P-R-D-K)			3%	8%	14%
	3rd family (M-N-W-V-Y-A)				3%	10%
	4th family (E-F-T-X-H-I)				3%	9%
	5th family (U-J-S-Z-L)				3%	9%
directions (15)						
	left & right			13%	19%	23%
numbers (13)	1-10			3%	11%	21%
Number of children who can:						
stand on 1 foot w/eyes closed (4)						19%
skip (2)						25%
lace				8%	13%	15%
tie a bow (7)						2%
hop (1)				39%	77%	70%
cut (6)				46%		42%
add to					6%	15%
take away					6%	16%
paste (23)					89%	83%
write their name (11)					3%	3%
tell their address & telephone number (22)						7%
count objects: (12)	1-10			29%	35%	57%
write numerals: (14)	1-10					7%
demonstrate meaning of: (18)						
	up-down					88%
	on-off					77%
	over-under					71%
	between					62%

TABLE 6B

Progress of Performance on the Early Childhood Education Project Lesson Objectives - Basic Component

4-Year Old Children

Objective (see Table 1)		Date:	11/15/71	12/15/71	2/15/72	4/15/72
Number of participants			146	154	151	151
Number of children who can identify:						
colors (17)	red		47%	88%	94%	94%
	green		"	87%	"	95%
	yellow		"	84%	93%	92%
	blue		"	86%	"	92%
	orange		"	82%	"	93%
	purple		"	78%	90%	91%
	brown		"	80%	87%	92%
	black		"	80%	"	94%
shapes	square		46%	79%	95%	94%
	circle		"	81%	"	95%
	triangle			68%	94%	89%
	star			69%	93%	92%
	diamond				57%	74%
	rectangle				52%	65%
	oval					62%
alphabet letters (10)						
	1st family (C-G-O-Q)		34%	76%	84%	91%
	2nd family (B-P-R-D-K)			45%	70%	77%
	3rd family (M-N-W-V-Y-A)			14%	46%	67%
	4th family (E-F-T-X-H-I)			11%	36%	60%
	5th family (U-J-S-Z-L)			12%	30%	54%
directions (15)	left & right			65%	71%	74%
numbers (13)	1-10			23%	45%	74%
Number of children who can:						
stand on 1 foot w/eyes closed (4)						49%
skip (2)						60%
lace			13%	61%	66%	69%
tie a bow (7)				19%	25%	35%
hop (1)				55%	72%	87%
cut (6)			66%	90%	85%	88%
add to					73%	75%
take away					68%	75%
paste (23)			77%		86%	93%
write their name (11)					40%	62%
tell their address & telephone number (22)						29%
count objects: (12) 1-10			53%	71%	79%	84%
write numerals: (14) 1-10						25%
demonstrate meaning of: (18)						
	up-down					91%
	on-off					91%
	over-under					89%
	between					86%

TABLE 6C

Progress of Performance on the Early Childhood Education Project Lesson Objectives - Basic Component

5-Year Old Children

Objective (see Table 1)		Date:	11/15/71	12/15/71	2/15/72	4/15/72
Number of participants			128	134	140	141
Number of children who can identify:						
colors (17)	red		69%	97%	96%	98%
	green		"	96%	"	98%
	yellow		"	90%	95%	96%
	blue		"	93%	"	96%
	orange		"	95%	96%	97%
	purple		"	89%	94%	96%
	brown		"	93%	93%	98%
	black		"	93%	"	98%
shapes	square		70%	89%	94%	96%
	circle		"	90%	"	98%
	triangle			81%	91%	94%
	star			82%	89%	96%
	diamond				64%	87%
	rectangle				60%	80%
	oval					78%
alphabet letters (10)						
	1st family (C-G-O-Q)		36%	74%	88%	90%
	2nd family (B-P-R-D-K)			46%	76%	86%
	3rd family (M-N-W-V-Y-A)			25%	64%	79%
	4th family (E-F-T-X-H-I)			22%	51%	69%
	5th family (U-J-S-Z-L)			20%	46%	67%
directions (15)	left & right			59%	76%	82%
numbers (13)	1-10			36%	69%	88%
Number of children who can:						
stand on 1 foot w/eyes closed (4)						77%
skip (2)						73%
lace			41%	82%	84%	89%
tie a bow (7)			46%	55%	62%	72%
hop (1)				72%	84%	93%
cut (6)			84%	96%	89%	95%
add to					81%	90%
take away					75%	90%
paste (23)			79%		88%	97%
write their name (11)					61%	83%
tell their address & telephone number (22)					34%	65%
count objects: (12) 1-10			80%	85%	91%	94%
write numerals: (14) 1-10						65%
demonstrate meaning of: (18)						
	up-down					96%
	on-off					96%
	over-under					91%
	between					91%

TABLE 7

Performance of First Grade (Bench-mark) Children
as Compared to 5 Year Old (1-Year) Participants
1971-72

Objective	1st Grade % Success	5 Year Old % Success	Diff.
1	98	93	-5
2	77	73	-4
3	92	77	-15*
4	64	77	13*
5	98	77	-21*
6	69	95	26*
7	78	72	-6
8	75	70	-5
9	46	76	30*
[1]10	27	67	40*
11	69	83	14*
12	84	94	10
13	69	88	19*
14	60	65	5
15	45	82	37*
16	83	71	-12*
[2]17	78	97	19*
[2]18	76	94	18*
19	54	82	28*
20	97	82	-15*
21	97	82	-15*
22	34	65	31*
23	82	97	15*
25	94	78	-16*
27	75	82	7
28	94	83	-11*
29	77	77	-0-
38	95	76	-19*

[1] Percentage is determined from that of 5th alphabet family for 5 year olds (see Table 6C).

[2] Percentage is the average determined over all items in the objective (see Table 6C).

* p .0009

Specialized Component - Instructional

This component has been in operation for a little more than ten months. To date, 25 children have been enrolled. Two types of youngsters usually participate in this component of the Project. One is the child who has severe impairments in learning capacity due to genetic anamolies (e.g., mongolism), brain damage, severe coordination problems (e.g., spasticity), limited sensory capacity (e.g., blindness, deafness), or gross intellectual deficits. More often than not, many of these symptoms will be exhibited by a single child. The other type of child who would participate in this component of the Project is one who has a severe learning problem in a single area, most often that of speech and language. This latter kind of child would receive educational materials from both the basic and the specialized Project curricula.

The primary selection factor for participation in this component is that of parental request. After the parents of a particular child have requested such help, a coordinator from the specialized staff visits the home, diagnoses the child's areas of special educational need, presents the educational materials for which the parent has asked, models instructional procedures for the parent, and assists the parent in completing an individualized lesson checklist which enables the parent to monitor the child's progress. It is readily apparent that the educational experiences provided within this component are highly personalized both from the standpoint of parent

selection of skills to be learned and from the viewpoint of student ability. Hence, it is not accurate or practical to develop and apply general instructional objectives that would pertain to every youngster participating in this element of the program.

It should not be concluded from the foregoing discussion, however, that there are no commonalities within this section of the program. One common thread is that the Vineland Social Maturity Scale and the Basic Concept Inventory are used as preliminary information gathering devices to indicate areas in which a child might most need specialized materials. A second instance wherein a general process is applied is that of behavior modification. This technique is the only one employed in teaching the specialized materials provided in this component. Another area of shared experience is that of the basic curricular materials from which individualized lesson materials are derived. These materials include:

> Self-help skill and language programs developed by the Exceptional Child Research Program, Teaching Research Division, of the University of Oregon;
>
> The Frostig Program for the Development of Visual Perception program;
>
> The Distar Language Instructional System;
>
> The Distar Arithmetic Instructional System;
>
> Curricular materials developed by the Early Childhood Education Project.

From these five sets of instructional materials, a personalized learning experience is designed for each individual youngster as based upon the educational priorities established by the child's parents. Moreover, the participating parent plays a vital role in selecting appropriate reinforcers and in determining the

accomplishment of the youngster as the behavior modification technique is utilized in the learning process.

The results of successful learning accomplishment by the children participating in this section of the Project are depicted in Table 8 while descriptive data on each of the youngsters is outlined in Table 9. In order to accomplish any given skill, a youngster must perform each sub-skill correctly 3 or 5 times (depending on the material) in succession. Five conclusions seem apparent. First, all children have been learning new skills since entering the specialized component of the Early Childhood Education Project. Second, the skills being successfully accomplished involve rudimentary tasks. Third, these tasks are ones which children of a much younger age who are participating in the basic component of the program have already mastered on their own. Fourth, the amount of time necessary to complete the learning of any one skill is considerable. And fifth, each child who participates in this component immediately begins learning new skills. This latter conclusion would seem to have favorable affects on the youngster's attitude toward himself and toward learning experiences in general as well as positive influences on the parents' attitude toward their competency and usefulness as teachers.

Early Childhood Education Project
Performance of Participants
Specialized Component - Instructional

TABLE 8

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[1] Coordination:																							
String 5 beads	X				X								X										
Step over knee-high object	X																						
Touch nose with forefinger after extending arm to full length	X																						
Maintain eye contact with an object or an adult for 10 seconds	X		X		X																		
To catch a 6 inch ball thrown from:																							
2 ft.																							
4 ft.																							
6 ft.		X			X							X											
To catch a tennis ball thrown from:																							
2 ft.																							
4 ft.		X																					
6 ft.																							
To perform motor coordination patterns smoothly including clapping, standing, sitting, marching in place, moving arms up and down					X																		
To perform 9 coordinated movements with both arms simultaneously		X										X											

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[1] Self-help:																							
To remove shoes unaided					X																		
To remove socks unaided					X																		
To remove pants unaided					X																		
To put on socks unaided	½				X					X													
To tie shoes unaided				X																			
To eat with a large spoon unaided					X																		
To eat with a small spoon unaided					X																		
To put on coat unaided	½																						
To care for self at toilet										X													

[1] Exceptional Child Research Program materials

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1 Language:																							
(2) To perform the skills necessary to making speech sounds, i.e., controlled: breathing, tongue, lip, teeth, and mouth movement	X		X		X				X	X			X										
(2) To imitate a sequential action involving a coordinated motor behavior followed by a vowel sound	X		X		X								X										
(3) To pronounce approximately the sounds required for:																							
° long and short vowels	X		X		X			X	X					X			X	X				X	
° single consonant	X		X		X			X	X					X			X	X				X	
° consonant clusters	X		X		X				X					X			X	X				X	
° dipthongs	X		X		X				X					X			X	X				X	
(4) To pronounce precisely the sounds required for:																							
° long and short vowels	X		X		X				X					X	X	X	X	X	X				
° single consonants	X		X		X				X					X	X	X	X	X	X				
° consonant clusters	X		X		X				X					X	X	X	X	X	X				
° dipthongs	X		X		X				X					X	X	X	X	X	X				

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1 Language: (cont'd.)																							
(5) To imitate precisely consonant/vowel and vowel/consonant sound chains																							
° singly	X		X	X					X						X		X	X	X				
° in identical pairs				X											X				X				
(6) To imitate precisely one-, two-, and three-syllable words				X																			
(7) To imitate one-, two-, and multi-syllable words including nouns and participles presented verbally and represented by a picture				X															X				
(8) To complete the last word (indicated by a representative picture) in a sentence that is incompletely presented							X																

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[1] Language: (cont'd.)																							
(10) To imitate speech patterns of the form:																							
° article-noun		X		X		X	X				X									X			
° verb-article-noun		X		X		X	X				X									X			
° noun-verb-participle		X		X		X	X				X									X			
° pronoun-verb-article-noun		X		X		X	X				X				X					X			
(11) To describe a picture using:																							
° pronoun-verb-article-noun		X		X		X	X				X				X								
° adjective-noun-verb-participle		X				X	X				X				X								
(12) To complete a sentence using a participle		X					X				X												

[1] Exceptional Child Research Program materials; numbers in ( ) refer to lesson number

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[2] Visual Perception																							
Visual-Motor																							
To draw a line between two objects from left to right within straight, curved, and angular paths		X	X	X		X																	
To trace broken lines both along and on curved, angled, and multi-directional paths		X		X		X																	
To draw lines in vertical, horizontal, slanted, and curved directions from:																							
° a definite starting point with no definite end point				X			X																
° an indefinite starting point to a definite end point							X																
° a definite starting point to a definite end point							X																
To color a figure and remain within its boundaries							X																

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[2] Figure-Ground																							
To discriminate and draw around the outline of:																							
° intersecting identical figures							X																
° figures disguised within a large dissimilar one							X																
° identical and dissimilar overlapping figures							X																
To draw a line that provides missing parts and thus completes a figure specified by an identical example							X																

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[2] Figure-Ground (cont'd.)																							
To discriminate:																							
° the separate disassembled parts of a figure specified by an assembled example							X																
° similar and dissimilar figures							X																
° the figure and background of a complex picture							X																
[2] Perceptual Constancy																							
To select shapes, identical to one specified in an example, from a group of similar and dissimilar shapes							X																
To select shapes while using the concepts big, small, and middle in a comparative way																							
To select shapes identical in size using the concepts big, small, and middle in a comparative way																							

[2] Frostig Visual Perception materials

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
3 Language:																							
Action & identity statements																							
object identification		X		X							X	X											X
statement-pronoun, verb, object		X										X											
use of participle		X										X											
statement-subject, is/is not, participle																							
concept of "yes", "no", "is", & "is not"		X												X									X
concept of "can", "cannot"		X												X									
statement-subject, can/cannot, participle																							
statement-including catagory word																							
identifying parts of objects											X				X								
Polars																							
concept of "long", "not long"		X					X				X			X									X
concept of "full", "not full"		X					X				X			X									X
concept of "big", "not big"		X					X				X			X									X
concept of "long-short"																							
concept of "full-empty"																							
concept of "big-little"																							
concept of "loud", "not loud"																							
concept of "loud-soft"																							

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[3] Language: (cont'd.)																							
Prepositions																							
over							X								X								X
statement-including prepositional phrase																							
on																							
in																							
under																							

[3] Distar Language Instructional System

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[4] Arithmetic																							
To count by rote to 8		X					X																
To copy or match a sequential pattern of objects using the same shape		X																					
To copy or match a sequential pattern of objects using 2 different shapes		X																					
To count 7 objects		X					X																

[4] Distar Arithmetic Instructional System

TABLE 8 (cont'd.)

Skills/Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
[5] Basic Skills																							
To identify the 8 basic colors and the color white		X		X																			
To identify the numerals:																							
1-4		X																					
5-9							X																
To identify 20 parts of the body																							

[5] Materials developed by the Early Childhood Education Project

TABLE 9

Early Childhood Education Project

Description of Participants

Specialized Component

Student	Sex	Age	Participation Dates	[1]VSMS $\bar{X}$; BCI[2]
1	M	5-2	9/71 - 6/72	-2.5 (-4.0 in communication skills)
2	M	4-11	" "	-1.5
3	M	5-7	" "	-1.0 (-4.0 in communication skills)
4	M	4-11	10/71 - 6/72	- .8 (-2.0 in communication skills)
5	M	2-6	" "	-1.0
6	F	5-11	" "	-1.5; 84
7	M	10-0	" "	-2.0 (-5.0 in communication skills); 38
8	F	4-8	10/71 - 12/71	- .7 (-3.0 in communication skills)
9	M	3-1	" "	- .5 (-1.5 in communication skills)
10	F	2-6	" "	- .8 (-1.5 in communication skills)
11	F	5-7	11/71 - 6/72	34
12	M	4-3	2/72 - 6/72	- .8; 53
13	M	2-1	" "	
14	M	5-10	" "	38
15	M	4-9	" "	32
16	F	5-9	" "	53
17	M	3-3	3/72 - 6/72	(Receiving special materials for language only)
18	M	5-6	" "	(Receiving special materials for language only)
19	M	5-2	4/72 - 6/72	12
20	M	5-9	" "	24
21	M	5-4	" "	27
22	F	2-7	" "	(Receiving special materials for language only)
23	F	6-6	" "	44

[1] Vineland Social Maturity Scale average social age in years

[2] Basic Concept Inventory score ≥ 40 is indicative of potential learning problems.

Basic Component - Teaching

This facet of the Early Childhood Education Project is the pivotal one for it is through this component that the program is operationalized. The best planning on the part of the management staff, the finest curricular materials, and the scheme devised for evaluative purposes would be to no avail if this element of the program, the community coordinators who make home visits to the participating families, failed to function adequately. The objectives pertinent to this area are outlined in Table 10. Evaluation data which bear upon the accomplishment of these objectives arise from the following sources:

- Beginning- and end-of year response by the participating parents on the Project Parent Survey Questionnaire (PPSQ).
- Baseline and interval monitoring data with regard to the accomplishment of individual lesson objectives for all 3, 4, and 5 year old children participating in the program.
- Participation on the part of the teaching staff during the Project weekly staff meetings.
- Referral forms indicating children who might profit from specialized educational materials.
- Data with respect to the attendance of participating parents and children at Project reading "parties".
- Data regarding families who have discontinued participation in the program.

An integral part of the evaluation scheme of the Early Childhood Education Project revolves around the attitudes and feelings of the participating parents toward the procedures and materials offered by the program. The initial effort in this regard consisted of a survey questionnaire which was deployed after two months of Project operation,

after three lesson packages had been presented, and after three home visitations had been made. The questionnaire was hand delivered during the fourth home visitation period and collected during the immediately following fifth visitation period. The results of the survey are displayed in Table 11.

This administration of the PPSQ is best considered as a pilot study and field test of the document. The return rate of completed surveys was 62% and this sample of responses is a self-selected one. Although each participating family was given a copy of the questionnaire by the family's community coordinator and asked to complete it, no concerted attempt was employed to have the survey instruments returned on any other than a voluntary basis. This latter process is commensurate with the basic nature and ideology of the Project, i.e., voluntary participation.

Results of the study indicated that most (86%) of the returned questionnaires were completed by mothers of the participating children and most families (85%) had one child enrolled. The most striking outcome of this self-selected sample is that of the extremely high enthusiasm indicated by the respondents. Moreover, the willingness of the parents to respond to the questions was high. Because of these attitudes, it would seem to be expected that the responses to other questions concerning the operation of the program would also be highly favorable. On the whole, this expectation was fulfilled. The respondents generally (80% or more) felt that:

> the purposes and procedures of the Project had been adequately explained to them (objective 1);

the explanation of the lessons and demonstration of the activities contained in those lessons was adequate (objective 2);

the modeling of methods of teaching the lesson tasks, by the community coordinators, was sufficient for the parents (objective 3);

the Project lessons were fun and enjoyable for both parents and their children and that the language used in the lessons was understandable by the parents (objective 12);

the Project lessons and activities stimulated other learning experiences (objective 8) and identification of things in the home that could be used as learning experiences for their youngsters (objective 11), and that they strengthened the teaching skills of the parents (objective 9).

Certain areas for increased effort on the part of the Project staff were also indicated by the respondents. More attention seems necessary with respect to the content of the teaching procedures which are outlined in each lesson. Specifically, more suggestions of other things to use in helping parents teach a lesson, additional ways of encouraging youngsters to work on lessons, more ways of praising children's work, and other ways of helping a child to judge the value of his work were needed. These concerns are relevant to objective 3. Furthermore, a large number of parents did not feel free to omit any of the activities that are provided in the lesson packages which is contrary to the voluntary participation notion upon which the Project is founded. Perhaps this apparent feeling of being required to teach every activity in each lesson package is one reason why parents felt the need for more suggestions of things to use and of ways to encourage, praise, and help their

children judge their own accomplishments as their youngsters become involved in the learning process. Finally, it appeared that more effort was needed for the sake of making the lessons more flexible in order that instruction and learning might be personalized for each student.

Limitations of the questionnaire and suggestions for its improvement were also brought to light by the parents who responded. With respect to these considerations, two questions had to be disregarded due to typographical errors which made answering them nearly impossible. And questions concerning the vertical diffusion of attitudes toward learning on the part of other children in the family (objective 10) received a high proportion of "no opinion" answers or was not responded to at all by a large number of persons. This also occurred on the question referring to assistance, on the part of the staff, given to parents requesting aid from social service agencies (objective 7). This would seem to indicate that these questions need refinement. Also the question regarding the flexibility of the lessons was deemed unclear. Many parents also expressed the desire to have a space in which to write comments pertinent to their answers to particular questions. Moreover, while an opportunity was provided for parents to express their degree of enthusiasm toward the program, there was no chance for them to indicate the direction of that enthusiasm. And finally, the question remains as to the feelings of the 38% of the participants who did not respond. These individuals' attitudes toward the program are not represented.

As a result of the limitations of the initial survey of participating parents' reactions to the program, and in accordance with the Project evaluation plan, a second survey of parental opinions and judgements was taken near the end of the home visitation period. A random sample of 175 participating families was drawn; this number of respondents was chosen to insure a $p \leq .01$ that the proportion of responses in a given direction would be within $\pm$ 10% of a chance distribution, i.e., 50-50%. Almost all (91%) of the selected parents responded. Most of the outcomes of this survey, as expressed by 80% or more of the respondents, were identical to those gleaned from the initial deployment of the parent questionnaire.

However, some important progress was apparently being made with regard to the operation of the program as indicated by the following outcomes. Most parents generally (80% or more) felt that:

they were favorably enthusiastic toward the program;

enough suggestions of educational materials to use in helping parents teach a lesson task and that enough ways of helping the parents praise their child's work were being provided (objective 12);

the Project lessons and activities made it possible for parents to teach their youngster as they wished (objective 12);

the reading "parties" were fun and enjoyable for both participating parents and their children.

A number of respondents (47%) also took the time to offer written comment concerning the program. Only one general area of response emerged which was that the Project was a good one. This is commensurate with the high proportion of parents who indicated a favorably enthusiastic attitude toward the program (see Table 11).

However, the variety of individual comments gave the management staff many valuable leads to pursue in their effort to provide a program that is acceptable and desired by the vast majority of participants.

Indications of future efforts on the part of the Project staff were also garnered from this survey. More suggestions of ways of encouraging children to work on lessons tasks and additional ways of helping children to judge the value of their work needs to be provided for participating parents. Along this same line, there apparently needs to be a greater emphasis, within the curriculum materials, toward assisting parents to identify things and experiences that occur regularly in the home which can be used as basic skill learning experiences. Furthermore, it would seem that continued stress on the voluntary aspect of the participating parents' decision-making role, with respect to the learning experiences that are given to their children, is warranted. Perhaps, as parents become more familiar with the lesson packages and the teaching procedures contained therein, and hence more confident in their role as teachers, they will feel more at ease in deciding which activities to include and which to omit when working with their children.

The data with respect to accomplishment of objectives 4, 5, 6, 12, 13, and 14 is somewhat less direct than that provided for the other objectives in this component. The fact that performance of participating children on individual lesson objectives was monitored and recorded (objective 4), that performance of children in small group situations was evaluated (objective 6), that participating

parents used the Project lessons (objective 12), that community coordinators presented lessons to participating parents (objective 13), and that community coordinators conducted group learning activities (objective 14), was verified by the completion of the Student Evaluation Forms (SEF) for each child and family in the program. Moreover, the fact that questions, problems, and possible remedies regarding the processes, which are implicit in these objectives, were constantly discussed at the Project weekly staff meetings, and that each coordinator was able to discuss at length the progress of each of her participating children, lends further support to the successful accomplishment of these objectives. And the fact that parents responded to the PPSQ in the manner and variety that they did, that parental attendance at group reading "parties" has been 70-80%, that the drop-out rate of participants was 13% (accounted for in terms of: moving - 53%, personal - 19%, dissatisfaction with program - 13%, no reason - 15%), and that 83-95% of the families used each of the lessons 1-8, 10, & 11, indicates that these process loops are viable. Some fall-off in attendance was experienced at the final reading party of the year. Moreover, an apparent lack of use of the program lessons was experienced for lessons 9 & 12-14. This lack of use would seem to be apparent rather than actual because lessons 9 & 12 were given to participating families just prior to reading "parties", which makes data recording difficult, and lessons 13 & 14 were given out during the collection of post-year data concerning student performance on the Project instructional objectives. Finally, objective 5, referral of participating children to educational program specialists, has been successfully accomplished as evidenced by the coordinators' monitoring of the participating youngsters' performance on lesson objectives and by the completion of appropriate referral forms.

Specialized Component - Teaching

The importance, the objectives pertinent to the operation, and the data relevant to the accomplishments of this element of the specialized component of the Early Childhood Education Project are generally identical to those described in the basic component report section. Hence, only specific exceptions to the discussion of the Project teaching process will be outlined. These exceptions are ones of procedure rather than of progress and outcome. The responses to the Parent Survey Questionnaire of parents with children in the specialized component were not separated from those in the basic component. This separation was not done because of the small number of families involved when the questionnaire was deployed, because of the general nature of the questions asked, and because of the fact that families were being visited two or three times a week which gave ample opportunity for feedback to the staff regarding any problems with this facet of the program.

With respect to the accomplishment of objectives 4, 5, 6, 12, 13, and 14, the same comments as those presented in the basic component discussion of the teaching process generally apply. However, children are evaluated from 4 to 6 times in a bi-weekly period by the coordinators as opposed to once every two weeks (objective 4), children's progress is monitored on lesson objectives rather than Project instructional objectives (objective 6) and lessons are

presented 4 to 6 times in a two-week period in contrast to once bi-weekly (objective 13). The fact of successful accomplishment of these objectives is verified by the coordinators' completion of an Individual Lesson Checklist (ILC) for each child rather than a Student Evaluation Form (SEF). Along this same line of procedural difference between the basic and specialized components, the referral process (objective 5) has occurred in reverse. That is, families who have indicated that their youngster needed specialized educational materials exclusively have been advised that the basic curriculum would be adequate and appropriate. In addition, reading "party" attendance has ranged from 50%-78% for 7 such group meetings. While this rate is not as high as that of the basic component, it does not seem critically low given the fact that these meetings were held at night and that home visitation occurs more frequently.

Additional data which bear upon the success of the teaching element of the specialized component arise from the coordinator evaluation and debriefing sessions conducted by the educational specialist. At least once every two months the specialist visits a home with each coordinator working in the specialized component to observe the coordinator's presentation of a lesson and her modeling of behavior modification techniques. The results of these observations have been favorable. Not only has this procedure yielded good descriptive information regarding each coordinator's teaching accomplishment but it has also provided a valuable on-the-job training exercise.

TABLE 10

Early Childhood Education Project

Teaching Objectives

Basic and Specialized Components

Product

Community Coordinators are charged with the responsibility:

1. to explain the purpose and procedures of the entire program to the satisfaction of the participating parents in the parents' home within 3 visits;

2. to explain each learning and evaluating task to each participating parent in the parents' home within 1 visit (or within the number of visits devoted to a particular lesson). The coordinators should not be required to use other home visitations to clarify previous lessons;

3. to model instructional procedures for each child's mother at the request of the mother including ways of teaching, methods of encouraging the child, techniques for praising the child's work, means of helping the child to judge the value of his own accomplishments, and ideas of other educational materials to use for a given lesson. The coordinator must be able to do this for each lesson and at all levels of lesson difficulty;

4. to evaluate bi-weekly, in conjunction with the participating parent in the home, each child's progress on lesson objectives presented during that bi-weekly period. This evaluation should be done on a pre- and post-lesson presentation basis;

5. to identify, on a periodic basis for referral to staff educational program specialists, project children exhibiting potential handicapping conditions;

6. to evaluate children's performance in small group situations relevant to the Project instructional objectives being learned in that particular group learning experience by monitoring each child's progress during reading "parties";

7. to assist any parent in contacting medical and social agencies at local and state levels if the parent requests such help.

Process

8. As a consequence of Project operation, parents will be encouraged to function independently in stimulating their children's growth and development toward their own potentials by building

TABLE 10 (cont'd.)

upon the basic lessons provided by the program such that they are able to structure additional learning experiences in the home for the child.

9. As a result of presenting Project teaching procedures and lesson materials to participating parents, their teaching skills and attitudes will be reinforced.

10. Vertical diffusion of changed attitudes and behavior toward learning within the family, on the part of brothers and sisters of participating children, will occur as a result of Project operations.

11. Parents will exercise initiative, as a consequence of participating in the Project, in identifying the educational content in events that occur in the home.

12. Parents will use Project lesson packets in the home to teach children specific skills for each lesson presented in the parents' home.

13. Community coordinators will provide children with basic reading, mathematical, physical, and social self-help skill readiness which will help prevent their learning continuum from being interrupted or delayed by presenting a lesson to each particpating family on a bi-weekly basis.

14. Community coordinators will conduct at least 3 learning activities with small (6 member) groups of children and parents during the Project operational year.

Table 11
Parent Survey Questionnaire

Related Teaching Objective	Inquiry	Desired General Direction of Favorable Response	% Favorable Fall 1971[1]	% Favorable Spring 1972[1]	% "No Opinion" & No Response Fall 1971[1]	% "No Opinion" & No Response Spring 1972[1]
	How enthusiastic abouth the Early Childhood Education Project are you?	Very	96*	93*	2	1
	The kind of enthusiasm you feel toward the Project.	Favorable	—	91*	-	8
1	Have the purposes and procedures of the Project been explained to your satisfaction?	Yes	96*	94*	2	4
2	After the Project lessons have been presented, do you feel that more explanation is required in order to make them clear and understandable?	No	91*	85*	4	5
3	Would you like to have more demonstration of any of the Project lesson activities that have been given to you?	No	90*	89*	4	9
3	Would you like to have the Project staff:					
	a. Show you other ways of teaching any of the lesson tasks outlined on the lesson sheets?	No	80*	88*	15	9
	b. Provide you with more suggestions of educational materials to use in helping you teach a lesson task?	No	78	87*	14	9
	c. Suggest additional ways of encouraging your child to work on the lesson tasks?	No	75	79	8	9

Table 11 (cont'd.)

Related Teaching Objective	Inquiry	Desired General Direction of Favorable Response	% Favorable Fall 1971[1]	% Favorable Spring 1972[1]	% "No Opinion" & No Response Fall 1971[1]	% "No Opinion" & No Response Spring 1972[1]
	d. Mention more ways of praising your child's work?	No	74	82*	16	11
	e. Ways of helping your child to judge the value of his work?	No	64	66	14	13
7	If you requested help in contacting any medical or social service agencies, did the Project staff give you enough assistance in obtaining that help?	Yes	$^{2}32$	$^{2}28$	$^{2}63$	$^{2}50$
8	Did the lessons and activities bring to mind other learning experiences which you could use to teach your child?	Yes	84*	83*	4	6
9	Did the Project lessons and activities assist and strengthen your teaching skills?	Yes	89*	89*	3	8
10	Has the fact that you and your children are participating in the Project:					
	a. Changed the attitude toward learning of older children in your family?	Yes	$^{3}38$	$^{3}48$	$^{3}36$	$^{3}16$
	b. Your opinion of the kind of change	Better	$^{3}47$	$^{3}61$	$^{3}49$	$^{3}44$

Table 11 (cont'd.)

Related Teaching Objective	Inquiry	Desired General Direction of Favorable Response	% Favorable Fall 1971[1]	% Favorable Spring 1972[1]	% "No Opinion" & No Response Fall 1971[1]	% "No Opinion" & No Response Spring 1972[1]
11	Did the Project lessons and activities help you to identify things in your home that could be used as learning activities for your child?	Yes	82*	47	4	9
12	Were the Project lessons fun and enjoyable:					
	a. For you (the parents)?	Yes	91*	85*	2	6
	b. For your children participating in the Project?	Yes	97*	87*	1	5
12	Do you feel that the lessons and activities make it possible for you to teach your child as you wish?	Yes	70	90*	19	5
12	Was the language used in the lessons understandable to you?	Yes	99*	94*	-0-	4
	Were the Project reading "parties" fun and enjoyable:					
	a. For you (the parents)?	Yes	-	81*	-	13
	b. For your children participating in the Project?	Yes	-	89*	-	10
	Do you feel free to leave out any of the activities that are provided in the Project lesson packages?	Any and All	73	74	10	11

Table 11 (cont'd.)

Related Teaching Objective	Inquiry	Desired General Direction of Favorable Response	% Favorable Fall 1971[1]	% Favorable Spring 1972[1]	% "No Opinion" & No Response Fall 1971[1]	% "No Opinion" & No Response Spring 1972[1]
	With regard to the check-out items provided by the Project:					
	a. More should be provided		71	43		
	b. Less " " "		14	11	15	46
	Do you feel that these questions ask you to give opinions that you would rather keep to yourself?	None	86*	89*	8	8

[1] The number of respondents for the Fall 1971 results is 220/357, i.e., 62%, and is a self-selected sample; the number of respondents for the Spring 1972 results is 160/175, i.e., 91%, and is a random sample.

[2] 91% of the respondents (Fall 1971) and 89% of the respondents (Spring 1972) indicated that they did not request such help; the reported proportion is representative of those persons who did request such assistance.

[3] 13% of the respondents (Fall 1971) and 38% of the respondents (Spring 1972) indicated that there were no older children in the family; the reported proportions are representative of those families that have older children.

* Criterion is set at a favorable response of at least 80%.

— No data available.

Basic and Specialized Component - Management

This element of the Early Childhood Education Project has been in operation for twelve months. The objectives which serve as guidelines for management operation are outlined in Table 12. A variety of sources contribute data which bear upon the accomplishment of these objectives. The sources include:

- A record of events of management operation contained in the Project Log.
- Responses of the participating families on the Project Parent Survey Questionnaire (PPSQ).
- Bench mark data regarding the performance of first grade youngsters on the Project basic component instructional objectives.
- Ratings completed by management for each coordinator during their job application interview and for each coordinator invited to participate in a combined extended-interview/training program.
- A record of events as outlined in the minutes of meetings.
- Data with respect to particular problematic areas of management operation in the area of decision-making as reported in critical incident reports.

The Project Log contains much of the data relevant to the accomplishments of the management staff. From this document, successful performance in the areas outlined below is verified.

> The project director, along with other appropriate members of the management staff, has reviewed the operation of the Project at least once every month and has established time guidelines and deadlines pertinent to Project operation (objective 1).

Numerous instances of communication regarding the operation and accomplishments of the Project have occurred (objective 2). Dissemination of Project activities has been supplied by means of numerous newspaper articles, national television news coverage, national magazine articles, reports to the Community Council and school administrators, weekly Project staff meetings, and meetings with and visitation by interested professional and lay persons.

All reports required to date by state and federal agencies have been filed (objective 5).

The project director in conjunction with other members of management has reviewed the internal/ external program and staff operations on a minimum of once a month (objective 13). Secondary evidence with respect to the successful accomplishment of this objective is derived from the fact that very few critical incidents in the operation of the Project have occurred.

Student selection methods were successfully scheduled and accomplished (objective 14). The methods included newspaper, radio, and television advertising: community meetings held within the three participating school districts; and a door-to-door canvassing of the area being served by the Project in an effort to identify potential aprticipants.

Reciprocal referral activities have occurred between the Project and other social service agencies that indirectly serve and benefit the participating families (objective 15). These agencies include social welfare agencies, local church organizations, personnel from other public school districts, county associations concerned with education for exceptional children, state and county medical and health agencies, and state professional educational institutions. Corroborative evidence of the successful accomplishment of this objective has been given through the parent survey questionnaire.

The task of developing curricula for children participating in the program has occupied much of the activity on the part of the management staff (objective 3). Data with regard to the successful accomplishment of this task arise from a variety of modes. Up to this point 14 lessons and a summer lesson packet for first-year students and for second-year

students have been produced. The content of these curricular materials was determined in part by professional judgment with respect to necessary educational skills, in part by the bench-mark data collected on present first-grade children (see Tables 1 & 4, particularly objectives 2, 4, 6-19, 22, 23, 27, 29, 31, 32, & 34), and in part by parent responses on the PPSQ regarding how well liked, how easily used, and how readily generative of other learning experiences the lessons were (see Table 11). While limitations of the curriculum materials have also been manifested from these same three sources, the general judgment would appear to be that this objective has been successfully accomplished.

Interviewing and employing a staff of community coordinators (objective 9) and providing inservice training for them (objective 10) is another vital function of the management staff. The project director and community coordinator supervisor interviewed the applicants for the position of community coordinator. Each prospective coordinator was rated on a variety of characteristics deemed necessary for this particular work. All applicants were then ranked, on the basis of these ratings, in terms of desirability for employment. The agreement between the project director and coordinator supervisor was significantly high (see Table 13). This ranking plus a second criterion, that of 70% favorable comment, was also employed in initially selecting the coordinators to be invited for an extended-interview and training session. Based on the interview scores of the applicants, only two applicants were satisfactory. Hence, a third criterion was utilized which was to select coordinators who resided in the same area as that in which they would be visiting homes (see Table 14). From this

standpoint, all but three of the 19 individuals selected received a majority of favorable evaluative comment and the concordance between raters remained significantly high (see Table 13).

During the week-long training session, the prospective coordinators were again rated in terms of desirability for employment. As was the case for the interview rating, the concordance of agreement between raters was significantly high (see Table 13). Moreover for all but three of the individuals, over 70% of the evaluative comments were favorable (see Table 14). From this group of 19 persons, 17 coordinators were selected for employment. The evaluation of the training program by the community coordinators also indicated success. By the end of the week, over 70% of the coordinators responded in a positive direction regarding their ability to perform the tasks required of them (see Table 15). It should be added that the two coordinators selected to work in the specialized component received an additional week of training revolving around working with exceptional children.

And finally with respect to objectives 9 and 10, an analysis of the ratings of the coordinators between the interview and training situations showed that both processes contributed to the success of the selection. The agreement in judgment between interview and training sessions was low and not significant which indicates that the direction of judgment (and the corresponding ranking) changed considerably. Thus it would not have been necessarily assured that the same individuals would have been selected had they been observed in only one or the other of the two situations. Judging from the overall success of the performance of the community coordinators thus far, the total selection procedure would seem to be highly successful.

Other areas of managment operation are proceeding successfully. Records for fiscal, statistical, and curricular use are being maintained as verified by the master file list and index (objective 4). Eligible children have been identified and enrolled in the Project as evidenced by the fact that the number of participating youngsters has grown from 399 to 430 and that each community coordinator is maintaining a visitation load of between 10 and 32 families per month (objective 6). The project director is advising, cooperating, and acting as secretary to the Community Council as recorded in the minutes of the meetings of that advisory body (objective 7). The project director is coordinating purchases for the Project as evidenced by his signature on purchase orders (objective 8). Staff assignments and responsibilities are in the process of being designated; however, the accomplishment of this objective will not be finalized until the end of the program year due to the continual refinement of each staff member's position (obj. 11). A feedback method for maintaining staff involvement in decision-making has been established and is operating successfully as indicated by a less than 5% frequency of critical incident reports dealing with non-involvement (objective 12). And finally, all evaluation activities are activated or in the process of being activated commensurate with the Project evaluation plan (objective 16). A summary of the accomplishment of management operations is displayed in Table 16.

TABLE 12

Early Childhood Education Project
Management Objectives
Basic and Specialized Components

The management staff is charged with the responsibility to:

Product

1. determine adequate checkpoints to insure adherence to Project time-frame guidelines;

2. explain, interpret, and provide feedback on the program to the staff, the school administrators of the cooperating school districts, and the community;

3. direct and coordinate the preparation of all sequential curricular materials;

4. maintain adequate records for fiscal, statistical, and curricular use;

5. prepare and submit all reports required by state and federal agencies;

6. identify and enroll eligible children who might participate in the Project;

Process

7. advise, cooperate, and act as secretary to the Community Council;

8. direct and coordinate all purchases for the Project;

9. interview and employ all staff;

10. plan and coordinate inservice training for the staff;

11. determine all staff assignments and designate staff responsibility;

12. establish a feedback method for staff involvement in decision-making;

13. direct procedures for modifying all internal/external program and staff operations;

14. schedule student selection methods;

15. coordinate open-line information transfer activities with social service agencies;

16. direct and coordinate all evaluation activities.

TABLE 13

Community Coordinator Evaluation
Concordance of Management Staff Judgment

Interview Judgment

Concordance among ratings of all coordinators interviewed

W = .87 N = 30 $\#F_{28,28} = 19.252^*$

##Concordance among ratings of coordinators selected for training

W = .84 N = 18 $\#F_{16,16} = 15.417^*$

Training Judgment

Concordance among ratings of project director and community coordinator supervisor

W = .78 N = 19 $\#F_{17,17} = 11.086^*$

Concordance among ratings of project director, community coordinator supervisor, and educational specialist

W = .67 N = 19 $\#F_{17,34} = 6.099^*$

Concordance among ratings of project director, community coordinator supervisor, educational specialist, and evaluator

W = .52 N = 19 $\#F_{17,52} = 3.205^*$

Interview vs. Training Judgment

Agreement among ratings of project director and community coordinator supervisor

γ = .17 N = 19 #Z = .985

Agreement among ratings of project director, community coordinator supervisor, and educational specialist

γ = .31 N = 19 #Z = 1.759

Agreement among ratings of project director, community coordinator supervisor, educational specialist, and evaluator

γ = .30 N = 19 #Z = 1.756

"Blind" ranking of rating forms
Corrected for continuity
* $p \leq .01$

TABLE 14

Community Coordinator Rating by Management Staff

	Interview		Training	
Code #	Raw Score (maximum = 85)	%	Average Raw Score (maximum = 48)	%
1	38	.447		
2	59	.694		
3	53	.624	37.00	.770*
4	58	.682	35.25	.734*
5	35	.412	34.50	.719
6	57	.671	36.00	.750*
7	48	.565		
8	57	.671	37.25	.776*
9	10	.118		
10	52	.612		
11	30	.353		
12	22	.259		
13	51	.600		
14	59	.694	42.00	.875*
15	47	.553	44.50	.927*
16	46	.541		
17	54	.635	38.00	.792*
18	47	.553	32.25	.672
19	40	.471		
20	41	.482		
21	38	.447	35.00	.729*
22	53	.624	37.75	.786*
23	64	.753	41.00	.854*
24	20	.235		
25	25	.294	22.00	.458*
26	52	.612	40.00	.833*
27	55	.647	34.75	.724*
28	56	.659	27.50	.573
29	53	.624	36.50	.760*
30	70	.824	43.50	.906*
31	55	.647	44.75	.932*

* Employed by the Project

TABLE 15

Community Coordinator Evaluation of Training Program

Day	Objective	N = 19	%
#1	Could conduct initial meeting with parent in home	15	.789
	Program policies clear	17	.895
	More practice on initial meeting needed	9	.474
#2	Understand how to complete child enrollment form	19	1.000
	Can organize a day's schedule	16	.842
	Can explain function and activities of reading "party"	16	.842
#3	More practice on initial meeting needed	10	.526
	More practice on other Project activities needed	6	.316
#4	Can conduct initial meeting with parent in home	18	.950
	Need more practice on initial meeting	0	0.0

TABLE 16

Summary of Management Operation
on Selected Performance Objectives

Objective	Criterion	Accomplishment/ Criterion	Accountability
1.	Monthly review	10/12	83%
2.	Staff meetings	32/12	100+%
	Quarterly reports	4/4	100 %
	Community Advisory Council reports	11/5	100+%
3.	Number of lessons	15/14	100+%
	Rating by participating families	85-94%/80%	100+%
5.	Budget reports	12/12	100%
	Quarterly reports	4/4	100%
	Other reports	3/2	100+%
6.	Staff load capability:		
	10-32 families per coordinator	17/17	100%
	Number of months w/relevant visitation load	8/8	100%
7.	Monthly attendance	11/11	100%
9.	Deadline	8-24/7-30-71	-3 wks.
	Rating of employees	15/16 ≥ 70%	94%
10.	Rating by employees	5/5 ≥ 70%	100%
12.	Frequency of Critical Incident Reports	0%/5%	Favorable
13.	Frequency of review of Project	11/3	100+%
14.	Use of required number of media procedures	5/5	100%
15.	Number of transfer activities	27/5	100+%

SUMMARY OF PROGRESS

Instructional

This element of the Early Childhood Education Project for both the basic and specialized components is progressing well. The evaluative findings for the first year of operation that support this claim are outlined below.

Basic Component

1. Bench-mark data concerning the performance of first-grade children on the Project instructional objectives indicated that there was considerable room for the learning of school related skills at the pre-school level. Within the confines of the learning experiences provided by this program, this was particularly true for skills involving:

   skipping; balancing; cutting; tying a shoe; drawing a human figure;

   reciting and recognizing letters of the alphabet; printing one's name; counting, recognizing, and writing numerals; knowledge of left and right; pronouncing compound consonants; identification of the 8 basic colors; knowledge of the use of positional words; following sequential directions; knowledge of one's address; using paste materials; recitation of simple verses; telling a story;

   various social skills required in group activities.

2. For one half of the instructional objectives, the judgment of teachers regarding the performance of first-grade youngsters was reliable. However, there appeared to be a tendency to "overrate" the success of the children. This may mean that there is a greater need for the program than is indicated by the outcomes summarized

in number 1, above. For 12 objectives, the reliability of the judgment of certain other skills was found to be questionable. For these objectives more refinement is necessary both in terms of description and judgmental criterion.

3. Certain skills initially deemed necessary to the instructional thrust of the program appeared to be a function of maturation rather than learning on the part of children. Specifically, these were skills involving:

> hopping; standing on 1 foot; walking on one's toes; various self-help skills; listening to a story; sharing; independence from the home environment.

Yet in light of the outcome in number 2, above, monitoring of performance with respect to these skills should be continued especially for 5-year old youngsters.

4. Baseline data collected on Project participants generally paralleled the pattern of successful performance observed for first-grade students. This further aided the delineation of material to be included in the Project curriculum both for the school-year portion and for the 4-week summer portion of the Project.

5. The monitoring of lesson objectives pertinent to the Project curricula demonstrated that the lesson materials and participating parents were effective in teaching educational skills. Moreover, this appraisal highlighted the accomplishments of participating children and manifested their achievement as being beyond that of the present group of first-grade children.

6. With respect to the preceding outcome (no. 5, above), the specific results of the progress of participating youngsters that manifested the effectiveness of the Project curriculum and the accomplishments of parents were:

3 year old children - baseline data revealed that in no instance did their performance approach ±10% of that of first graders.

Post-year measurement showed that 3 year olds equaled the accomplishment of first graders for the skills involving:

- identification of the 8 basic colors
- ability to use paste materials.

Moreover, the 3 year old participants were within 10% of the accomplishment of first graders on the skills involving:

- knowledge of the meaning of selected positional/directional words, i.e., prepositions
- recitation of verses of 4 or more lines.

4 year old children - baseline data demonstrated that their performance was within ±10% of that of first graders for the skills involving:

- cut out objects with curved and straight lines
- knowledge of their name and address
- ability to tell a story of 3 sentences or more.

Post-year evaluation revealed the accomplishment of 4 year olds was within ±10% of that of first grade children on the skills involving the ability to:

- print one's first name
- count each of 10 objects
- name the numbers 1-10 in print
- follow a sequence of 4 verbal directions
- tell one's full name and address
- recite verses of 4 or more lines
- knowledge of their name and address.

Moreover, their performance was significantly better than that of first graders ($Z = 2.7$, $p \leq .003$) for the skills involving the ability to:

- cut out objects with curved and straight lines
- name each letter of the alphabet at sight
- indicate right and left correctly
- name the 8 basic colors from pictures or in nature
- demonstrate the meanings of selected positional/directional words, i.e., prepositions
- use paste materials.

5 year old children - baseline data brought to light the fact that the performance of these participants and that of first grade children was within ±10% successful accomplishment for the skills involving the ability to:

- count each of 10 objects
- recite verses of 4 or more lines
- tell a story of 3 sentences or more
- cut out objects with curved and straight lines
- indicate right and left correctly
- demonstrate the meanings of selected positional/directional words, i.e., prepositions
- tell one's full name and address.

Post-year monitoring of the accomplishments of these youngsters revealed that their performance was within ±10% of that of first graders for the skills involving the ability to:

- (see the first 3 skills above)
- hop on 1 foot
- skip
- tie a shoelace in a bow
- draw a human figure including a head, body, arms, and legs
- write each of the numbers 1-9.

Furthermore, evaluation of these youngsters' accomplishments highlighted the fact that, after only one year of participation in the 3-year program, their performance was significantly superior ($Z \geq 2.80$, $p \leq .0025$) to that of first grade students who had had no concerted preschool educational program for the skills involving the ability to:

- stand on 1 foot for 10 seconds with eyes closed
- cut out objects with curved and straight lines
- recite the alphabet
- name each letter of the alphabet in print
- print one's first name
- name each of the numbers 1-10 in print
- indicate right and left correctly
- name the 8 basic colors
- demonstrate the meanings of selected positional/directional words, i.e., prepositions
- follow a sequence of 4 verbal directions (5 year olds were significantly higher on this skill as indicated by the baseline data as well)
- tell one's full name and address
- use paste materials.

The progress and accomplishments of children who participate in the Project for 3 years may possibly, in light of the success of 1-year participants, have an astounding impact on future first grade learning environments.

7. As of this moment, judgement with respect to the actual relationship between performance in the pre-school program and accomplishment in elementary school cannot be made. Data relevant to this concern will not be available for at least 1 year. Furthermore, it will be of interest to define and describe the relationship between accomplishment of these particular objectives or sets of objectives and performance in specific academic disciplines in the classroom.

Specialized Component

8. All children participating in this component of the Project have been learning new skills since entering into a learning program. Moreover, these skills were not only rudimentary but were also ones which had already been mastered by the children participating in the basic component.

9. While there was a basic core of curricular materials provided by the Project, the educational program designed for a particular child was highly personalized.

10. The learning accomplishment of children working on the tasks designed for them preceeded at a much slower rate than in the basic component.

11. At the present time, the general nature of this component of the program is exploratory. Questions regarding the amount of accomplishment by the children, the optimal kind of learning experiences for the children, and the length of participation necessary to prepare the youngsters for a more formal educational experience remain unanswered. Hence, the general goals and specific performance criteria relevant to accomplishment on the part of the group of children in this portion of the program are in the process of being established. Judgements relative to overall performance accomplishment cannot, therefore, be made. But these concerns are of utmost importance to the overall evaluation of this component of the Early Childhood Education Project and, hence, will be dealt with in the future.

Teaching

The progress of this pivotal element of the Early Childhood Education Project has been excellent. The reasons which confirm this progress are delineated below.

1. The response of over 80% of a self-selected sample–60% of the participating families–on the Parent Survey Questionnaire, deployed in November, 1971, indicated high enthusiasm toward the program. Moreover, the variety and openness of response added a measure of credibility to the resultant information concerning their attitudes, feelings, and opinions toward the program. These data not only manifested the accomplishments concerning the teaching processes of the Project but also indicated directions for future planning and training.
2. A second survey of the attitudes and feelings of a random sample of participating parents was taken in May, 1972. The outcomes of this survey generally paralleled those of the previous one. Specifically, most ($\geq$ 80%) of the parents of participating youngsters felt that:

    - they were favorably enthusiastic toward the program;
    - the purposes and procedures of the Project had been adequately explained to them;
    - the presentation of Project lessons by the community coordinators was clear and understandable;
    - the modeling of the teaching procedures to be employed in utilizing the lessons and activities was adequate and included enough ways of teaching the outlined tasks, plenty of suggestions of educational materials to use when teaching a lesson, and an adequate number of ways of praising a child's work;

- the lessons and activities brought other learning experiences to mind which could be used in the teaching of one's child;
- their teaching skills were strengthened through the use of the Project lessons and activities;
- the lessons provided through the program were fun and enjoyable for both them and their children, made it possible for them to teach their children as they wished, and contained language that was understandable;
- the Project reading "parties" (small groups of 6-10 parents and their children that meet once each 6 weeks) were fun and enjoyable for both themselves and for their youngsters.

Certain areas for increased effort on the part of the program staff were also indicated. With regard to the curriculum materials, it appeared that a greater emphasis on utilizing the things and everyday routines that naturally occur in the home as learning experiences was needed. Moreover, when modeling the teaching techniques employed in the lessons and activities, additional ways of encouraging children to work on tasks and more ways of helping the child to judge the value of his own work needed to be incorporated. And finally, it appeared that more clarification as to the voluntary nature of the parents' decision-making role, with respect to their participation in the program, was in order.

3. Parental participation in both the basic and specialized components of the Project has continued at a high rate. The drop-out proportion of families has been less than 14% overall and less than 2% for reasons of dissatisfaction with the program. The attendance at group reading "parties" has continued at a rate of 70-80% with less than 10%

unexpectedly not attending. And 83-95% of the participating families have used most of the lessons presented (for which it was possible to obtain an accurate count).

4. Community coordinators visited homes, presented lessons, evaluated the learning progress of children on both Project and lesson instructional objectives, conducted reading "parties", and participated in the reciprocal referral process between the two instructional elements of the Project within established limits of performance.
5. Community coordinators working in the specialized component of the program adequately utilized and modeled the techniques of behavior modification with participating parents.

Management

Progress within this facet of the program has proceeded exceptionally well. The information that bears upon the successful performance is recapitulated below.

1. The management staff has reviewed the operation of the Project on a minimum of once a month. The input of evaluative data from a variety of sources has aided and enhanced this review process. The originally specified guidelines for timeliness and operational procedure have been closely followed.
2. Multifarious dissemination activities have occurred. The scope of these activities has been beyond the initial expectation of the program developers, particularly with regard to national television news coverage (CBS), an article in the June, 1972 ssue of American Education, and the interest taken in this Project by the State of Oregon Department of Public Instruction.
3. Over 400 youngsters from 345 families were enrolled and continued to participate in the Early Childhood Education Project. Initial response to the program was good and this enthusiasm remained. This enthusiasm has accrued not only for the Project materials and procedures but also for the program staff, particularly the community coordinators.
4. The effort applied toward developing curriculum for the basic component instruction has produced 14 lessons for first-year and second-year students as well as a summer lesson packet for all participants. This alone was a formidable task and the accomplishment

appeared even more significant when buttressed by the favorable reception of those materials by the participating families.

5. Adequate procedures were devised for selecting and training the Project teaching staff. Here again, the accomplishment was borne out by the continued positive reaction toward the community coordinators on the part of the program participants.
6. The usual and necessary problems and tasks of administration have been dealt with in an efficient manner. Critical incident reports have been rare and have not dealt with a lack of inclusion of staff members in the Project decision-making processes. In addition, the evaluation scheme has provided information that has enabled informed decisions to be made.

Implementation Evaluation

As with any novel and innovative project, particularly one such as this program which included a heavy experimental segment, the problems, concerns, and lessons to be learned from the implementation of the operation were of interest. There are, of course, general areas of implementation that are common to the initiation phase of any given operation. These areas include delineation of the goals of the program, selection of personnel, development of the operational processes that would guide the endeavor throughout its existence, and establishment of an evaluation scheme to monitor the effectiveness of the project.

Program Assumptions and Goals

The foundation of any program, and the subsequent success of its operation, stems from the assumptions upon which that program is based. Before those assumptions were finally articulated for the South Douglas County Early Childhood Education Project, however, an assessment of the educational needs of the community was conducted. The needs assessment involved school administrators, teachers, and members of the community at large operating as an advisory committee. This planning process took place over a period of 6 months and revolved around bi-weekly or monthly task group meetings. Then, based upon what was deemed to be needed, coupled with what, in the best judgement of members of the educational community and the community as a whole, ought to be done, three assumptions concerning the Early Childhood Education Project were delineated. These were:

- The program is designed to establish a parent and school partnership for the express purpose of encouraging and stimulating the educational growth and development of children.
- Parents can be adequate and efficacious teachers.
- It is the intent of the Project to maximize the individual differences and capabilities of each child who participates in the program.

With these three assumptions in mind, certain broad percepts or "exploratory objectives" which the Project hoped to accomplish were defined. These included:

- To maximize the sense of competence, usefulness, and belongingness of parents, children, and other members of the community within the process of education.
- To maximize positive attitudes toward education throughout the community.
- To maximize the atmosphere of acceptance of diversity and of questive attitudes on the part of all community members.
- To constitute the focus and structure of the primary grade school so that it adapts readily to the needs of individual children.
- To enhance children's patterns of success.
- To establish conditions such that an attitude of high aspiration - high achievement will obtain.
- To maintain reading readiness and the reading achievement of youngsters at a high level.

Once the initial planning had been completed and the primary goals defined, the next step in the implementation process was that of selecting the staff to run the program.

Personnel Selection

With respect to the implementation of the South Douglas County Early Childhood Education Project, no one of the staff could accurately be designated as a key or nuclear individual. Rather, the director, the supervisor of community coordinators, the educational specialist, the curriculum specialist, and the evaluator were required to work as a team with each not only bringing his unique contribution to bear upon the development of the program, but also subordinating and melting his own personal theoretical and practical ideas and concerns into the overall thrust of the project. In the case of this particular program, for which goals were developed and defined by persons who would not be directly involved with the daily operation of the project, each of the five management staff was selected in terms of his accordance with the already established general ideas and goals that were to be implemented. It was also assumed that the goals would be modified by the management staff as the planners' hopes became realities.

The project director was, quite naturally, designated as the leader of the operation. The key selection factors for this individual were enthusiasm toward the ideas and goals contained within the scope of the program, flexibility and willingness to deal with members of the educational community and the community at large, and some theoretical background and experience in the discipline of preschool education. The ideal person for this position would be one who had had experience in the area of early childhood education and who had felt the need and the desire to have a program such as this one established.

The supervisor of community coordinators (home visit teachers) is perhaps best conceived of as an assistant to the director. The selection of this individual was geared around the criteria of non-professional educational certification, i.e., a paraprofessional, a known member of the community, previous experience in working with young children in an educational setting as a teacher and parent, and flexible leadership ability. This latter criterion was especially important in terms of the South Douglas County Project since it was conceived and intended that after the program was developed and finalized it would be run by paraprofessionals. Also with regard to this Project, the individual currently serving in this capacity directed a pilot program involving 25 families during the year immediately preceding the one in which the program was implemented on a 3 school district basis. Thus this person had background experience relevant to the problems, techniques, and outcomes surrounding home visit teaching and modeling of instruction for parents.

The educational specialist was responsible for implementing the specialized (handicapped) component of the Early Childhood Education Project. Selection criteria included certification in the area of special education, previous teaching experience with children receiving this kind of learning assistance, knowledge and desire to develop new curricula to provide specialized educational experiences for youngsters, and ability and desire to work with paraprofessionals and parents.

The curriculum specialist was charged with the responsibility to develop learning experiences that incorporated the daily events which occurred in the home which could be utilized for, or from which could be gleaned, educational value for children participating in the basic component of the Project. This person was also to assist the educational specialist, in this regard, for the youngsters participating in the specialized component of the program. Four criteria were employed in selecting this individual. These included previous experience in teaching preschool and/or primary level children, theoretical background in terms of how given basic educational skills should be taught, creativity, and an ability to incorporate ideas and constructive criticism pertinent to the curriculum from persons who did not possess an experience and knowledge background similar to that of the curriculum specialist. With regard to this latter criterion these "persons" would include parents, paraprofessionals, and professional educators.

The evaluator, as the title directly implies, was required to monitor the progress of the program product and process outcomes. But from an indirect perspective, the evaluator was also expected to assist in the planning and ongoing modification of the Project. The selection factors utilized were essentially two: the technical knowledge and competence to perform evaluative research, and a theoretical and practical experience background in early childhood learning from the viewpoint of both basic and of special education.

The final group of persons who completed the composition of the Project staff was that of the community coordinators. These individuals were crucial to the successful operation of the program for two reasons.

One was that these individuals were designated as paraprofessionals who would continue to operate the program after the initial 3 year development phase. The other was that this group of staff members was the only direct and continual link, which was formed by means of their bi-weekly visits to the home of each participating family, between the management staff and the parents. The criteria used for selection of the community coordinators were combined into a rating form (see the Community Coordinator Rating Form). Each prospective coordinator was interviewed and rated by either the director or the supervisor of community coordinators. If the interview rating exceeded an established cut-off score, the coordinator was invited to participate in an extended interview/training session that was 1 week in duration. During this workshop, coordinators were involved in role playing situations concerning possible situations that might arise in their course of their working with participating parents and children. They also participated in general information sessions wherein the goals and procedures of the Project were delineated, the presentation of lessons in the home was modeled, and the purposes and procedures that might be employed at reading "parties" were outlined. Each of the coordinators was again rated by the director, supervisor of community coordinators, educational specialist, and the evaluator. Final selection of the coordinators was then made.

Code #_____

NAME_____

AGE_____ SEX_____

SOUTH DOUGLAS EARLY CHILDHOOD EDUCATION PROJECT

COMMUNITY COORDINATOR RATING FORM[1]

1. Does the Aide:

	Yes	No
Have a car available for use	____	____
Have a valid driver's license	____	____
Have at least one child in 1st grade or above	____	____
Live within the area served by the project	____	____

2. Are:

The wages paid by the project acceptable to the Aide	____	____
The hours of work acceptable to the Aide	____	____

*3. Is the Aide easy to talk to?

1 ——— 6

Hard — Very Easy

no opinion ____

*4. Does the Aide seem to have the ability to work with different and varied types of people?

1 ——— 6

Not at all — Definitely

no opinion ____

*5. Does the Aide:

	Yes	No	No Opinion
Listen well	2	____	____
Interrupt a speaker in mid-sentence	____	2	____
Dominate the conversation	____	2	____

*6. Would the Aide attempt to change a home environment which was felt to be unacceptable?

1					6
Definitely					Not at all

No opinion ____

7. How does the Aide feel about volunteering time for training purposes?

No problems 1

Would not volunteer ____

Valuable experience 2

No opinion ____

	Yes	No	No response
8. Has the Aide had experience working with children in the following areas:			
Handicapped	2	____	____
Volunteer work in community	2	____	____
Work in summer program	2	____	____
Service-oriented work generally	2	____	____
Custodial-oriented work	2	____	____
Teaching or training	2	____	____
9. Has the Aide had experience working with adults in the following areas:			
Handicapped	2	____	____
Volunteer work in community	2	____	____
Work in summer program	2	____	____
Service-oriented work	2	____	____
Custodial-oriented work	2	____	____
Teaching or training	2	____	____

10. Has the Aide:	Yes	Some	No	No Response
Worked with service-oriented professional personnel	____	____	2	____
Received training by professionals in service-oriented occupations	____	____	2	____

	Yes	No	No response
11. In response to how the Aide would fit the role required by the job did the Aide indicate:			
Would have no problems	2	___	___
Personal strengths	2	___	___
Personal weaknesses	2	___	___
Would not fit the role at all	___	___	___

Specific strengths and/or weaknesses indicated (if any):

*12. Indicate the Aide's ability as you perceive it for each of the following general characteristics:	Strength	Weak-ness	No opinion
Punctuality	2	___	___
Teaching ability-modeling instruction	2	___	___
Organizing materials for work	2	___	___
Following a schedule	2	___	___
Thoughtful responding	2	___	___
Friendliness	2	___	___
Organizing answers to questions or problems requiring solution	2	___	___
Working with 1 or 2 others	2	___	___
Appearance	2	___	___
Leadership ability	2	___	___
Flexibility	2	___	___
Working with 3 or more people	2	___	___

[1] A "no" response on questions 1 and/or 2 would, in most cases, disqualify the applicant. Questions 3-12 were used in the interview rating; points assigned are as indicated. Maximum score is 85; cut-off is 60, i.e., 70%

* Questions used in extended interview/training session; maximum score is 48, cut-off is 34, i.e. 70%

Operational Processes

The operation of the Early Childhood Education Project is guided by three sets of objectives. One set consists of annual goals (see pp. 11-12). These are revised on a yearly basis and encompass the areas of curriculum development, evaluation of student accomplishment, identification of elements of the program which are important to its replication in other settings, and identification of training needs of educational personnel working in the primary grade classrooms that are necessary to meet the conditions outlined by the exploratory objectives. A second set of process objectives envelopes the teaching element of the program (see Table 10). The "product" group of objectives relates to the actual behaviors that the community coordinators are to perform as they conduct their home visitations; the "process" group of objectives allude to the behaviors that hopefully will result from active participation in the Project. The third set of operational process objectives governs the management facet of the program (see Table 12). The "product" group of objectives delineates areas in which various kinds of documents should be produced as a result of the management staff carrying out its assigned functions. The "process" group of objectives refers to the various planning, coordinating, and directing responsibilities which the management staff is charged to fulfill.

Rather than present the rationale behind the development of these sets of objectives (which were, generally, gleaned from the needs assessment, the exploratory objectives, and the best judgement of members of

the educational community and the community at large), it would seem to be more appropriate to consider the key facets of the operation of the Project that would be of interest to persons implementing a program such as this one.

Curriculum Development

An area that has occupied much of the time and concerns of the management staff is that of the development of a curriculum for the Project participants. The task was fourfold:

- to devise lesson packages that were useable by parents in the home;
- to incorporate activities into those lessons which occur naturally in a family environment and from which educational content pertinent to developing basic skills in reading, arithmetic, and discovering and exploring the wonders of one's world could be garnered;
- to present those lessons to participants in a manner that was consistent with accepted knowledge concerning how children best learn and develop and pertinent to the best way to teach a given basic skill;
- to be able to individualize the level of content in any particular lesson to conform to the unique needs of any participant.

The primary problem encountered was that there were few curricular materials on the market that met these four criteria. Moreover, those materials that were available were not designed for use in the home on a one-to-one basis. Furthermore, the limitations were even more acute within the specialized component of the program. The task of the management staff became one of searching out, collecting, and reviewing

existing curricula in order to compile a base of material from which the Project lessons could be devised for both the first level participants (approximately 400 3, 4, and 5 year old youngsters participating for the first time) and the second level participants (12 5-year old children who had participated in the pilot program during the previous year). The product produced during this first year was an amalgamation of the collected existing material, the background knowledge accumulated by the supervisor of community coordinators during the pilot program experience, and the knowledge of the curriculum specialist (an experienced teacher from within the school district). Enveloping this process was an additional consideration, that of preparing a curriculum which was enjoyable to teach and to use for the participating families.

The resultant curricula possessed both some strengths and some limitations. A survey of a self-selected sample of participating families conducted after 3 lessons had been presented (November) and of a random sample of families conducted in May revealed that over 85% of the respondents felt that most of the lessons were fun and enjoyable to teach and were also enjoyed by their participating children. Furthermore, in the Spring of 1972, a detailed survey of the curriculum activities was taken at one of the Project reading "parties". Those in attendance commented upon the necessity of inclusion, the ease of teaching, and the enthusiasm of their children with regard to most of the first level activities. An analysis of the results assisted in defining the acceptable and unacceptable aspects of the curriculum. Also, parents were asked as part of this survey whether they would be interested in being a member of a committee to help plan the curriculum for ensuing years. Some indication of the

enthusiasm and interest that participants had, with respect to the curriculum, was obtained from the many suggestions of activities to include and of novel ways to teach existing activities, which had been suggested by parents and subsequently included on a "suggestions from parents" page in the lesson packets. The number of parents who indicated that they wanted to participate on a curriculum committee was overwhelming and the role they play on this committee would seem to be a vital link in the establishment of an educational partnership between the school and the community in the future.

Limitations in the development of the curriculum occurred in the areas of inclusion of activities occurring naturally in the home, of building learning activities commensurate with accepted knowledge of how children should be taught basic skills, of individualization of activities to fit each child, and of providing activities for fathers to teach their children. With regard to the first and fourth of these shortcomings in the curriculum design, some progress was made toward ameliorating these limitations. However, there is still much to be done and elimination of these liabilities will be of major focus during the next phase of development. The parent curriculum committee should play an important role in this instance. The second and third of these limitations appeared to be a reflection of a lack of theoretical and experiential background on the part of the management staff. It was difficult, if not impossible, to find an individual who adequately fulfilled the criteria of selection for the curriculum specialist. Hence, it is the intent of the Project to employ 1 to 3 consultants, who have the requisite background in curriculum development and classroom teaching experience, to aid in writing and revising the first-, second-, and third-level curricula.

The Supervisor of Community Coordinators

As has previously been mentioned, the role of the supervisor of the community coordinators is critical to the success of a program such as this. The ultimate result of the Early Childhood Project is to develop and design a program that will be run almost entirely by paraprofessionals residing in the community being served. The experience and knowledge gained from operating a pilot program identical in nature to the full scale Project was invaluable. This experience was advantageous not only because of the knowledge gained concerning the successes and pitfalls of such a program but also because it provided an outline for the skills and information that should be emphasized in a training program for future community coordinators. Such concerns as: how to model instruction for parents, how to work with a parent and 1, 2, or 3 children simultaneously, how to evaluate a child's accomplishments while presenting a lesson, how to organize one's home visitation schedule, what to do about making up missed visits, how to prepare the necessary lesson materials for each child before making a home visit, how to prepare for and conduct a reading "party", and the many activities, tools, and techniques that might be utilized in the curriculum were deemed necessary to the training program for community coordinators as a result of experience gleaned from the pilot program.

Besides being actively involved in the supervision and training of the community coordinators, once the full-scale operation of the Project had begun, and in the development of curriculum, the supervisor of community coordinators was the director of other aspects of the home visitation process. Each lesson packet contained a "coordinator's

outline" which delineated what activities were included in a particular lesson as well as the necessary materials and procedures to be used by the coordinator in presenting the lesson to the parent. The supervisor was responsible for writing these outlines. Moreover, this individual was also charged with the duty of training coordinators in the techniques of presenting each lesson. Experience pertinent to the necessary content of these training sessions was obtained by having the supervisor present each lesson to the 12 families participating for the second year (i.e., families from the pilot program) two weeks before that lesson was scheduled for presentation to the first-year participants. Finally, the supervisor of community coordinators was required to assist in setting up a resource library that contained games, books, and other educational activities. Items from this library were distributed in a revolving manner to participating families on a bi-weekly basis.

The Community Coordinators

The selection procedures and initial training efforts for this vitally important group of staff members has been described as the "personnel selection" section of this evaluation. There were, however, other important aspects of the project implementation process that had direct bearing on the function of the coordinators.

One of these was the necessary on-the-job training required for this group. Weekly staff meetings were held, usually on Friday afternoons. These meetings provided an opportunity for additional training in the areas of familiarizing the coordinators with the content of the lesson to be presented to participants during the subsequent two weeks, organizing a given lesson for a particular child, modeling the instructional techniques contained in that lesson for parents, and practicing the evaluation tasks that were necessary to monitor student progress. If a reading "party" was scheduled for the next bi-weekly period, the staff meeting served as an opportunity to familiarize the coordinators with, and to practice, the activities contained in that reading "party". In addition, training in the skills necessary for working with groups of children was also done prior to each of the reading "party" periods. The director and supervisor of community coordinators had the primary responsibility for conducting these staff meetings while the other members of the management staff supplemented the training effort when needed. A second opportunity was also provided for the training of the community coordinators by the supervisor of community coordinators and the educational specialist. Each of these individuals had the coordinators

working directly under their supervision present selected lessons to them as the coordinators would do in the home.

Another aspect of the implementation process which had direct bearing on the function of the community coordinators was that of communication. The staff meeting not only enabled the coordinators to learn valuable teaching skills but also provided an opportunity for feedback comments and suggestions regarding the feelings of the parents toward the operational processes and curriculum materials provided by the Project. The home visit simulation exercises offered a chance for the coordinators to feed their novel ideas concerning working with parents back to the management staff for subsequent incorporation into the operation of the program.

There are, as well, some additional facets of the overall functioning of the community coordinators which will require emphasis in succeeding years. One revolves around the area of lesson preparation. As the diversity of students increases, i.e., first-, second-, and third-year students, and as the sophistication of the curriculum accrues, the coordinators will be faced with an increasingly complex task of being prepared to assemble and teach lessons for each participating youngster. This problem will be dealt with by means of additional training. Another area of concern involves the problem of liaison between the coordinators and the regular classroom teachers of primary grade children. At present, each is only generally aware of what the other does, i.e., is unaware of the specific objectives and teaching techniques employed in each of the two learning environments. This

lack of information is mollified somewhat through the 4-week summer program wherein home visitation coordinators work along side teachers with 5 year old Project participants in a school situation. During the next school year, other techniques designed to increase contact between teachers and coordinators will be employed. These might include in-service meetings and workshops, a combined work schedule to include both home visits and teaching in the classroom, or conducting the reading "parties" in the first grade classrooms with parents, coordinators, teachers, preschoolers, and first graders all participating.

A final problem area is one encompassing the process of collecting data relevant to the progress of participating youngsters. There are two types of objectives that require monitoring. One set consists of instructional objectives (see Table 1); the other group is comprised of lesson objectives that are specific to a given lesson packet and are subsets of the various instructional objectives. During the first operational year, not all instructional objectives were included in the curriculum. Consequently, baseline data was collected on all instructional objectives during the beginning 6 weeks of the program. Follow-up collection occurred on selected instructional objectives that were directly related to lessons through the tasks delineated on the coordinator lesson outline, and was collected on the remaining instructional objectives through incidental observation. The thoroughness of observation over all children was high when the former follow-up procedure was utilized but was somewhat lower when the latter technique was employed. Hence, it is the intent to build evaluation methods into the coordinator lesson outline for all instructional objectives and to record baseline and

post-test observations in relation to the occurrence of the objective in the sequential curriculum. This procedure (and the curriculum sequence) will be modified for those students who have an opportunity to participate for only 1 or 2 years in the program.

Relationship Between the Basic and Specialized Components

As has been discussed previously in this evaluation report, the specialized component may operate independently of the basic component or, in the case of some participants, youngsters may receive curriculum materials from both components. When children participate exclusively in either of the two components, there is no problem of overlap. The educational specialist performs within the specialized component much as the supervisor of community coordinators does within the basic component. That is, the educational specialist is responsible for curriculum development and coordinator training where those materials and individuals are assigned to children who participate only in the specialized program.

In the instance where overlap does occur, however, some problems do arise. One such problem is that of which component will prepare coordinators to teach both types of learning experiences. In the past, this duty has fallen to the specialized component and will, generally, continue to be the case. However, the educational specialist will train coordinators connected with the basic component to use techniques employed by the specialized component as the need arises. And the procedure of reassigning coordinators to a particular family as youngsters move into or out of one component or the other will also continue to be employed,

since to train all paraprofessional community coordinators in the utilization of techniques used in both components would be too time consuming and expensive, although perhaps it might be an eventual possibility over a 5 year period.

Another such problem is that of cross-referral. This is a matter of discovering adequate techniques to delimit when a child should be given different kinds of learning experiences, from those he might currently be receiving, in order to avoid locking him into one or the other of the two components. During the first year of operation, the criterion of failure to master a skill after 95% of the children in a given age level had mastered the skill was used to refer youngsters to the specialized component (the criteria of parental request and/or obvious difficulty were used as well). Similarly, the reverse procedure was used to refer children from the specialized to the basic component, i.e., a child could successfully perform the skill or skills before 95% of his peers were able to do so. However, this procedure allowed too much failure to occur for the child in question. For this next operational year, 4 year old participants are being screened with respect to their success on selected instructional objectives at the beginning of the school year. If they are not able to perform adequately, they will be referred to the specialized component; again, the reverse procedure will be employed for referral to the basic program. In future years, and as the curriculum becomes more individualized, children will be referred from one or the other of the two components as based upon their success/failure of "level one tasks" or activities irrespective of their age. This ultimate goal will allow children to be matched with levels and kinds of learning experiences that coincide with their individual needs.

Reading "Parties"

The Early Childhood Education Project reading "parties" were held each 6 weeks. Parents of participating families and their children in the program met in small groups (6-10 parents and children) in a room in the school that the children would be attending in the future. The purposes of these gatherings were to provide group learning experiences for the youngsters and to present the next lesson to be used over the succeeding 2 weeks to the parents. The community coordinator who normally visited them in their home presented the lesson and two additional coordinators conducted the learning activities which were provided for the children. Both groups met separately. Each "party" lasted approximately two hours, two were held each day (one A.M. and one P.M.), and each coordinator presented lessons at 4 to 6 such "parties" over the bi-weekly period.

These reading "parties" also were to provide an opportunity for parents to share information regarding teaching techniques and lesson activities that had succeeded and failed with their children. Also, it was to offer a chance for sharing ideas of other things to teach children and to present alternative ways of teaching these activities. The success of this facet of the reading "party" processes was less than adequate. This lack of accomplishment may have stemmed from three reasons. First, the same group of parents and children did not meet together at each "party". Thus, the group usually consisted of relative strangers which may have had a dampening effect on conversation. Second, most of the families (except those who had participated in the pilot program) were

new participants. Perhaps, the fact that their role as teachers, the instructional techniques contained in the lesson packets, and indeed the lesson activities themselves were new to them left them uncertain as to what was successful or unsuccessful. And third, the community coordinators were not trained in the techniques of initiating and stimulating group discussion (at least the management staff did not provide this training).

For the next operational year, the management staff will attempt to rectify these limitations through a variety of means. One possible solution might be to have parents always meet as a group. Another might be to provide training for the coordinators which would make them better able to lead group discussions. A third option might be to provide activities at the "party" where parents worked directly with their children; then after the activity was concluded, parents might meet as a group to discuss the teaching successes and problems involved in that particular activity before discussing the program as a whole. Still another solution might be to conduct the reading "parties" in a regular first grade classroom with the teacher, instructional aide, parents, community coordinators, Project youngsters, and first graders operating as a class.

The Self-Concept of Participants

The idea of "self-concept" is one that is implicit in much of the Project operational processes. This applies both to the participating parents and to their children who are involved in the program. During the first year of operation, no specific and direct plans were outlined to monitor this phenomenon. In future operational years, an attempt will be made to evaluate this concept. The present state of knowledge and of measuring instruments with regard to one's "self-concept" are rudimentary and indirect so this evaluation will focus on behaviors exhibited by participants which might be assumed to be reflective of "self-concept". Some behaviors that might be used to monitor this phenomenon are: a "can-do" attitude exhibited toward learning or teaching tasks, exercising initiative or learning on one's own, enthusiasm and willingness toward continued participation in the program, and positive responses on a questionnaire. As is the case with most of the Early Childhood Education Project "exploratory objectives", it would not be accurate to evaluate the change in the self-concept of participants but rather, it would be important to monitor whether or not the program provides the conditions under which the self-concept of all participants would be maximized. That is, it would seem necessary to evaluate whether those persons with an initially high or positive self-concept maintained that status and to monitor whether those individuals with a relatively low or negative self-concept enhanced their stature.

Program Evaluation

The evaluation scheme of the Early Childhood Education Project is organized around two guiding principles. These are that the evaluation process should provide data which enables informed decisions to be made, and that the evaluative data should be provided as part of the natural course of program operation rather than be imposed upon it. The implication of the first of these principles is that information which bears upon the successes and failures of the program process and product outcomes, and which alludes to why such successes or failures might have occurred, should be obtainable. The second of these guide-posts implies that the evaluative data should be gathered as part of the normal course of work and not require any extra operations (except that of recording observations).

Rather than outline in detail all of the operational processes involved in the Project evaluation plan, the reader is advised to review the chart entitled "South Douglas County Early Childhood Education Project Evaluation Time-Line". This time line was revised near the end of the first year of Project operation and will continue to be updated as the need arises. A detailed account of each of the evaluation instruments is outlined below.

School Performance Data and Reading Readiness Tests

These two kinds of data are collected from that currently used within each of the school districts served by the Project. Such items as attendance records, reading readiness test scores, success on

standardized tests of achievement, and performance recorded on behavioral checklists is used as historical or baseline measures and as bench-marks against which to view student accomplishment in the primary grades. Comparisons will be made between Project and non-Project participants.

Student Evaluation Form

This document is at the heart of the evaluation scheme. It serves two purposes: it functions as a note-recording device which enables the community coordinators to individualize each child's instruction program; and it functions as a checklist enabling the community coordinator to monitor each child's progress on each lesson, to record each child's successful accomplishment of program instructional objectives, and to record whether or not lessons were actually presented and used. Moreover, it aids the management staff in determining whether or not the lessons are effective. Each coordinator completes this instrument for each participating child. Analysis is done after each 3 lessons are presented and monitored, i.e., every 6 weeks.

Student Behavioral Checklist

This instrument is utilized in collecting bench-mark data for first grade children with respect to their performance on the 38 Project instructional objectives. These data which were collected during the first operational year reflect the baseline performance of youngsters who have not participated in a concerted preschool education program.

Data collected in future years will be used to monitor the carry-over in performance from the final year of participation in the program to the first grade, to compare performance of participants vs. non-participants, and as a diagnostic device for assisting the first grade teacher in planning initial instructional programs for students entering the first grade. With regard to Project participants, this checklist serves as a tally sheet for recording a youngster's accomplishment over 3 years of participation.

The Vineland Social Maturity Scale & The Basic Concept Inventory

These two standardized instruments are used as initial diagnostic devices for children designated or referred to the specialized component of the Project. They were chosen because each instrument diagnoses performance of skills for which follow-up learning experiences can be provided by the Project.

Student Evaluation Form - modified

In its modified form, this document is used as a checklist to monitor community coordinator performance in accordance with the teaching product and process objectives within the specialized component.

Individual Lesson Checklist

One such checklist relates to each lesson designed to assist a child in successfully mastering each "enabling objective" subsumed under the Project instructional objectives within the specialized

component. It also allows the community coordinator to record mastery of all sub-objectives for each enabling objective attempted.

Student Progress Record

This instrument is employed to monitor progress of youngsters who participate in the specialized component of the program. It is the specialized component instructional objective counterpart of the Student Behavioral Checklist from the basic component.

Critical Incident Report

This is the primary instrument for providing feedback on in-house staff involvement in decision making and a secondary device for providing information for modifying internal/external program and staff operations. The form includes opportunity for initial statement of the problem, collection of additional data which bears on that problem, restatement of the problem, and for indicating the problem solution.

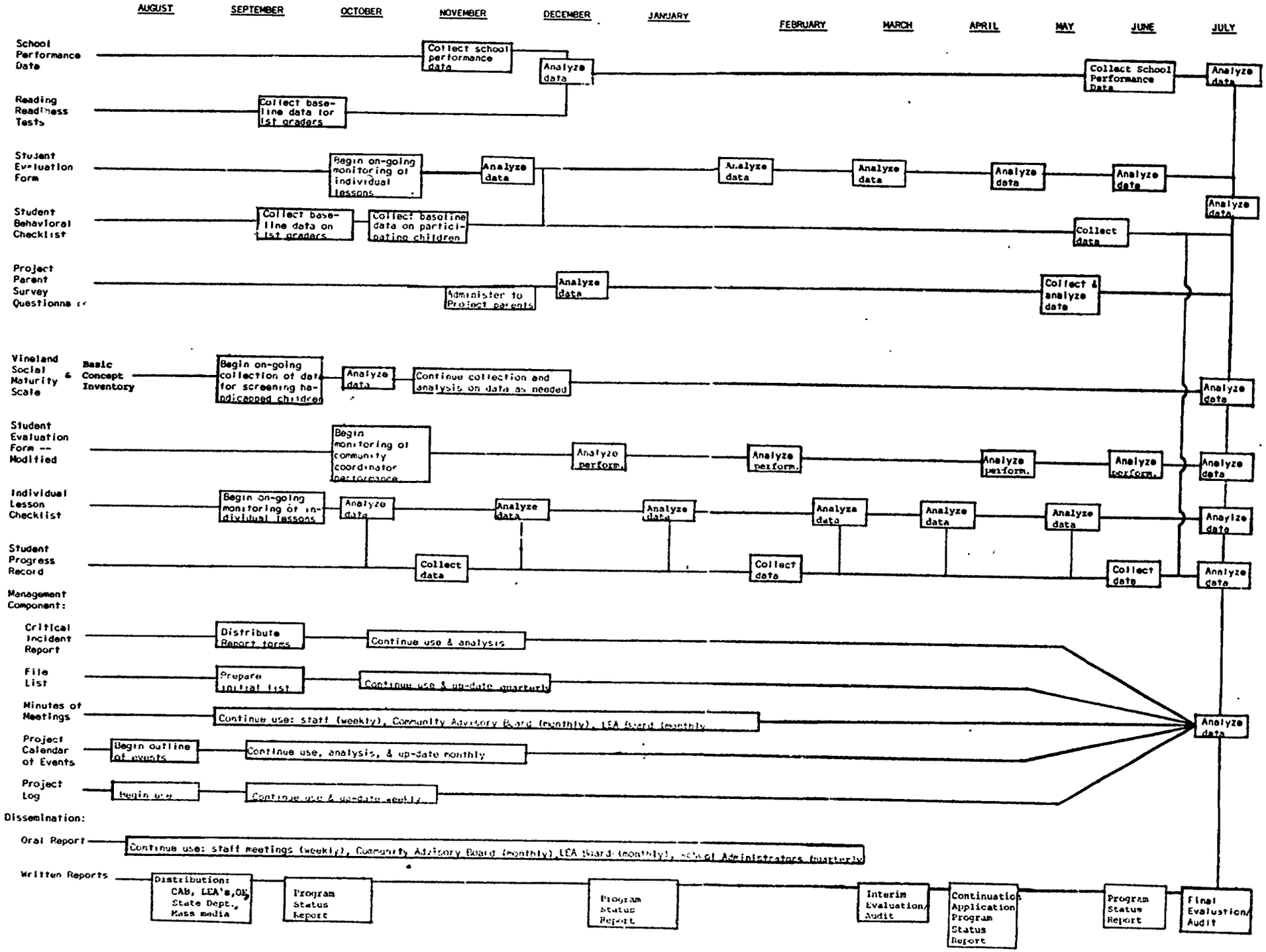
File List

There is one such list for each file maintained by each of the management staff and a master index compiled from the individual lists. The lists are used as references for the location of Project documents and materials as well as for recording the kinds of materials kept by the program.

4/30/72

SOUTH DOUGLAS COUNTY EARLY CHILDHOOD EDUCATION

PROJECT EVALUATION TIME-LINE



Minutes of Meetings

These documents provide verification of management component product and process objectives requiring attendance at meetings, feedback to the staff and community, and a record of meetings which were held.

Project Calendar of Events

This list is presented to each staff member and provides notification of events and processes which will occur within the stated time period (6 weeks - 2 months). It provides a detailed account of Project time-frame guidelines and deadlines.

Project Log

This device provides an on-going record of Project events and processes. The form allows for indicating the date, event, and pertinent management objective covered by that event. A log is maintained by each management staff member and these are amalgamated into the general Project Log.

Parent Project Survey Questionnaire

This survey contains questions related to: evaluation of the overall project; monitoring of the effectiveness and quality of the community coordinators; and assessment of the effectiveness, usefulness, and desirability of the curriculum materials. In general, it contains

checklist and rating scale types of items measuring compliance with Project teaching product and process objectives.

"I Can Do Book"

This is a booklet containing the Project instructional objectives. It is given to each participating family when their 5 year old children complete their period of participation in the Project. It is written in rhyming form and provides each youngster with a chance to show off his accomplishments.

Community Action Data

This area of data collection revolves around the monitoring of the Project "exploratory objectives". The data to be collected will be of a descriptive or demographic nature such as the existence and activity of community groups dealing with education, school bond election results, school attendance patterns, student achievement patterns, teacher attendance patterns, and school vandalism incidence rates.

Preliminary Cost Analysis

The cost analysis data presented in this section of the report, it must be emphasized, are only preliminary. Many expenses occur during the start-up phase of operation which may later prove to have been unnecessary. Moreover, as the operation of a program continues, expenses which had not been anticipated or even desired will arise because the operational needs of the program change.

Two facets of the cost of the Project are detailed in Tables CA1 & CA2. One set of figures delineates the costs involved for the development and implementation of a program such as this. The other set of figures displays the costs with regard to the implementation of an existing program. In this latter case, the curriculum would already be available for use; the management staff (e.g., an elementary school principal, an evaluator, and a curriculum specialist) would be employed as "consultants" on a needs basis, i.e., for initial community coordinator training, evaluation data analysis and reports, and modifying or creating needed learning materials, respectively; and the project would be run almost entirely by paraprofessionals from the community.

These sets of costs are based on a pupil load of 440 in the basic component and 60 in the specialized component. Furthermore, other parameters, perhaps unique to a rural area, affect the expense of operation. Distances between homes are greater than in many urban areas so the travel costs would be affected. The ratio of children to

families, in the case of families being served by this Project, is 10:8. The wealth of the area served by the Project is among the lowest of any area in the State of Oregon. Hence, the cost of living and, reciprocally, the salaries paid may be somewhat lower than in other areas. And finally, whereas a view of the costs of a program such as this will become more accurate when computed from a longer period of operational experience, the overall cost of $130 per child participating in the basic component is a guideline that is set as the resultant cost. Hence, the operation of the Project is geared toward, and will be modified if deemed necessary, to achieve this goal of $130 per child.

In light of the above discussion, it is important to explore some of the strengths and limitations of this model within which to operate a preschool education program. It is assumed that an existing building exists in which the project staff may be located. First of all, the capital outlay expense is minimal. Secondly, in an area where families tended to be larger and distances between homes tended to be shorter, the rate of increase in costs would be less than the rate of increase in the number of persons being served (given, of course, an approximately equal cost of living factor as reflected by c'''.ent wage and salary scales). Thirdly, the cost of curriculum materials is gratifyingly low, i.e., about $19.50 per child per year. Fourth, the model allows for much more flexibility in terms of operation, time of participation, cost, and (most importantly) the learning experiences provided for children than a more traditional type of preschool experience. With respect to

the shortcomings of this model, there is some difficulty in locating and assembling prepared curriculum materials which are directly applicable to a home teaching situation, pre-training and on-the-job training is required for the paraprofessionals involved, and some means of transportation must be available for use by the community coordinators throughout the day.

Table CA 1

Development and Implementation of
a Pre-School Education Program for
3, 4, & 5 Year Old Children

Cost Analysis

BASIC COMPONENT N = 440

A.	Salaries		
	Director (1, F.T.E.,12 mo.)	12,750.	
	Evaluator (1, 3/4 F.T.E.,12 mo.)	9,880.	
	Curriculum Specialist (1, F.T.E., 11 mo.)	9,550.	
	Community Aide Supervisor (1, F.T.E., 10 mo.)	5,700.	
	Community Aides (14, F.T.E.- 35 families/aide, 9 mo.)	27,000.	
	Secretary (2, F.T.E., 11 mo.)	7,560.	$72,440.00
B.	Supplies		
	Office	1,700.	
	Curriculum	6,000.	
	Resource Library	2,500.	
	Telephone	650.	$10,850.00
C.	Travel		
	Management	550.	
	Community Aides (10¢/mi.)	3,500.	$ 4,050.00
D.	Capital Outlay	2,700.	$ 2,700.00
E.	Other Expense		
	Fringe benefits	9,420.	$ 9,420.00
			$99,460.00

$225/child - 1st year
$665/child - 3 years (capital outlay expense for 1 year only)

Table CA 1 (cont'd.)

Cost Analysis

SPECIALIZED COMPONENT N = 60

A.	Salaries		
	Director (1,F.T.E.,12 mo.)	2,250.	
	Evaluator (1,3/4 F.T.E.,12 mo.)	1,750.	
	Educational Specialist (1, F.T.E., 11 mo.)	13,450.	
	Community Aides (3, F.T.E.-20 families/ aide, 10 mo.)	9,000.	
	Secretary (1, F.T.E.,11 mo.)	3,800.	$30,250.00
B.	Supplies		
	Office	300.	
	Curriculum	700.	
	Resource Library	300.	
	Telephone	215.	$ 1,515.00
C.	Travel		
	Management	300.	
	Community Aides (10¢/mi.)	1,750.	$ 2,050.00
D.	Capital Outlay	500.	$ 500.00
E.	Other Expense		
	Consultant/training	5,500.	
	Fringe benefits	3,930.	$ 9,430.00
			$43,745.00

$730/child - 1st year
$1,990/child - 3 years (consultant/training & capital outlay expense for 1 year only)

Table CA 2

Implementation of a Pre-School
Early Childhood Education Program
for 3, 4, & 5 Year Old Children

Cost Analysis

BASIC COMPONENT N = 440

A. Salaries		
Director (1, 1/8 F.T.E.,12 mo.)	1,600.	
Evaluator (1, 1/16 F.T.E.,12 mo.)	725.	
Curriculum Specialist (1, 1/16 F.T.E.,11 mo.)	600.	
Community Aide Supervisor (1, F.T.E., 10 mo.)	5,700.	
Community Aides (10, F.T.E.- 35 families/aide, 9 mo.)	27,000.	
Secretary (1, 1/2 F.T.E., 11 mo.)	1,900.	$37,525.00
B. Supplies		
Office	1,000.	
Curriculum	6,000.	
Resource Library	2,500.	
Telephone	400.	$ 9,900.00
C. Travel		
Management	300.	
Community Aides (10¢/mi.)	3,500.	$ 3,800.00
D. Capital Outlay	500.	$ 500.00
E. Other Expense		
Fringe benefits	4,875.	$ 4,875.00
		$56,600.00

$128/child/year
$400/child/3 years

Table CA 2 (cont'd.)

Cost Analysis

SPECIALIZED COMPONENT N = 60

A.	Salaries		
	Educational Specialist (1, F.T.E., 11 mo.)	13,450.	
	Evaluator (1, 1/16 F.T.E.,12 mo.)	725.	
	Community Aides (3, F.T.E.- 20 families/aide, 10 mo.)	9,000.	
	Secretary (1, 1/4 F.T.E.,11 mo.)	950.	$24,125.00
B.	Supplies		
	Office	200.	
	Curriculum	900.	
	Resource Library	500.	
	Telephone	150.	$ 1,750.00
C.	Travel		
	Management	200.	
	Community Aides (10¢/mi.)	1,850.	$ 2,050.00
D.	Capital Outlay	250.	$ 250.00
E.	Other Expense		
	Consultant/training	5,500.	
	Fringe benefits	3,135.	$ 8,635.00
			$36,810.00

$615/child - 1st year
$1,650/child - 3 years (consultant/training & capital outlay expense for 1 year only)